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ABSTRACT

This manual offers practical guidelines, based on the work of K. P. Cross (1988) and T. A. Angelo (1991), on implementing a Classroom Assessment Training Project (CATP) at a high school or college. The manual contains information on planning, budgeting, training, and content. The Cross/Angelo Classroom Assessment Model relies on quick, anonymous written feedback from students about their understanding of course content and their reactions to instruction. Unlike tests and quizzes, Classroom Assessment Techniques are ungraded, allowing instructors to adjust instruction rather than assess achievement. Chapter 1 of the manual provides an overview of the Classroom Assessment Model, defining terminology, reviewing the model's philosophical and historical background, and outlining related research. Chapter 2 details the steps to implementing a CATP, covering administrative support, fiscal requirements, training of faculty leaders, reassigned time for coordinators, compensation for faculty participants, clerical support, purchase of textbooks, sources of funding, budget breakdown for sample college, factors to ensure program success, selecting and training a leader/trainer, timeline for implementation, recruitment of faculty, and length and mix of training. Chapter 3 describes the faculty training sessions, providing information on planning, the content of the first training session, follow-up workshops, encouragement of teacher participation, and responses to problematic feedback. Finally, chapter 4 provides supplementary materials, including samples of a faculty leader contract, participant contract, and agenda and handouts for the first training session; the names, phone numbers, and disciplines of California community colleges faculty who have been trained in the techniques; and 18 references. (PAA)

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HOW TO INSTITUTE THE CROSS/ANGELO CLASSROOM ASSESSMENT TRAINING PROGRAM ON A COLLEGE CAMPUS

OR

HOW TO CREATE A DYNAMIC TEACHING/LEARNING PARTNERSHIP BETWEEN TEACHERS AND STUDENTS

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CHAPTER ONE:

OVERVIEW

METHOD DEFINED
IMPORTANCE OF METHOD
PHILOSOPHICAL UNDERPINNINGS
TERMINOLOGY
STEPS TO METHOD
HISTORICAL BACKGROUND
RESPONSE TO MODEL
RESEARCH OVERVIEW

METHOD DEFINED

The Classroom Assessment method is a new paradigm which changes the classroom experience for both teachers and students. By using this method, the traditional "instructor in front of the class" lecture process changes to a dynamic partnership where both parties direct the pathway to knowledge acquisition. Classroom assessment consists of small-scale assessments conducted continuously (and anonymously) in college classrooms by discipline based teachers to determine what students are learning in that class (Cross, 1989). The primary purpose of classroom assessment is to improve learning directly, by providing teachers with the kind of feedback they need to make informed instructional decisions (Angelo, 1991). Initially, faculty are prone to confuse Classroom Assessment Techniques (CATs) with the tests and quizzes they use to evaluate student learning. Unlike tests and quizzes, however, CATs are ungraded and anonymous. The purpose of doing CATs is to quickly assess learning in order to adjust instruction, not to evaluate achievement.

Classroom Assessment Techniques are to be used between the teaching and testing moment (Angelo, 1991). These CATs focus on developing instructor awareness by providing a fresh view of what happens in the classroom. They offer faculty the opportunity to discover not just whether students are learning, or what they are learning, but how they learn and how well they learn in response to how we teach, and they give faculty the opportunity to find these things out in time to help students immediately (Kort, 1991).

If teaching and testing are thought of as two legs of an instructional "tripod", then Classroom Assessment is the third leg and is used to provide stability to support learning. Developed and disseminated by Drs. K. Patricia Cross and Thomas A. Angelo, the Cross/Angelo Classroom Assessment Model has been embraced by instructors throughout the country. It makes instructors feel better and more successful about teaching, and makes students feel better and more successful about learning.

IMPORTANCE OF METHOD

The thoughtful, active and creative process of Classroom Assessment contributes to the professionalism of teaching. "It provides the knowledge, understanding, and insights that will sensitize teachers to the struggles of students to learn" (Cross, 1990). "Despite the fact that all good teachers elicit feedback and use the responses informally, very few do so systematically and regularly enough to use that feedback to help students improve the quality of their learning" (Cross). First, in informal data gathering, only a brave few may be willing to give an instructor feedback. Shy students, those whose culture teaches that questioning authority is undesirable or those students whose mastery of the spoken language is limited, would be hesitant to give oral or public feedback. Second, "many community college faculty, who are well-trained experts in their fields of study, have little or no formal training or experience in systematically studying student learning" (Angelo, 1991). "What keeps many (instructors) from being more effective teachers is not a lack of wanting but of not knowing quite how to do it" (Katz, 1987). This statement is also true of students, who often want very much to learn, but don't know quite how. "Classroom Assessment is an effective assessment model because it occurs as close as possible to the scene of action in teaching and learning (the classroom) and provides diagnostic feedback to both teachers and students--to teachers on how they can improve their teaching, to students on how they can improve their learning" (Cross, 1988).

In addition to facilitating a student's academic success in an individual course, the California Community College Consortium learned that using Classroom Assessment Techniques helped to save students who normally would not have succeeded in staying in school. Social, economic and personal problems which were identified by students as standing in the way of their learning could be recognized early on and instructors could then assist in problem solving by directing students to appropriate campus services. Dr. Jon Kangas (1993) at Evergreen Community College District in California has developed a program of early warning matriculation using Classroom Assessment Techniques.

PHILOSOPHICAL UNDERPINNINGS

Shared Locus of Control

In this new teaching methodology, the control of the class, or the flow of the material presented, shifts from "teacher centered" to "student influenced." A dynamic partnership is created in which the teacher and student interact for their mutual benefit. Instructors need for students to master the material, the students need to have the material presented in a form that is "user friendly."

Partnership in the Classroom

No longer is the model "I taught it, you learn it." The Cross/Angelo model shifts the paradigm to "You help me teach it and I'll help you learn it."

Teaching Without Learning is Just Talking

Faculty are introduced to the notion that there are two distinct yet interwoven components of instruction--The instructor's job which includes preparation and delivery of material, and the student's job which includes the ability to learn this material. Classroom Assessment allows the instructor to identify any impediments to a students learning, and to work with the student, help properly place the student or refer the student to appropriate outside assistance. Cross uses the analogy of retailing to discuss teaching, where a product is available for purchase and successful if sold. She states that if teaching is offered but learning does not take place, that we must consider the product as having gone unsold, and the retailing to have failed. Classroom Assessment helps prevent "unsold" teaching.

Everyone Participates

As access to higher education becomes more and more available to non-traditional and new majority students, new types of faces appear in our classrooms. Some may not have the comfort level or confidence of traditional students to speak up and ask questions or contribute in class. Patricia Cross is quoted as to have said that in these times of open door enrollment, we must change our focus from "Education for All" to "Education for Each." The anonymous classroom feedback paradigm allows for each student's contribution. The California Consortium Group has found that students often come to us who have the absolute desire to succeed, but don't know <u>how</u> to be a successful college student. The model, which allows instructors to assess where each person in the class "is," allows us to teach students not only the discipline specific material, but assist them with how they can be helped to learn the material.

TERMINOLOGY

Clarification of common terminology in the Classroom Assessment field and in this document.

Classroom Assessment

The process of using informal feedback techniques in which data is systematically gathered from students frequently and anonymously about their understanding of course content and reactions to instruction. Classroom Assessment could also include questions about student attitudes and background which may contribute to or impede their learning.

CATs

This abbreviation or acronym stands for "Classroom Assessment Techniques" or the actual small, continuous and anonymous assessment exercises done in the classroom.

Summative Assessment

Often times called testing, summative assessment is usually done at the time instruction is completed or for purposes of grading. Summative assessment outcome is in the form of grades is unchangeable.

Formative Assessment

Formative assessment is done while there is still time to change the outcome. When instructors use formative assessment prior to testing, there is still time for instructors to alter instruction to ensure that learning occurs. It "shapes" or "forms" learning while it is in progress. Formative assessment is an aid to students.

Classroom Research

Classroom Research is used to increase the teacher's understanding of the learning process.

It differs from Classroom Assessment in that it usually tests a hypothesis or addressed a question--often one that arises from a Classroom Assessment. It capitalizes on teacher's knowledge of their disciplines and their students and does not require the knowledge of formal research design or statistical methods.

Classroom

The place where an instructor meets and works with students and does assessments, could be a classroom, clinical area or field placement.

Feedback

The data gathered from students as a result of the assessment which is turned into helpful information for the instructor.

Retention

In this study, those students who receive any grade (A, B, C, D, F, I or C/NC) on the final grading report are considered to be retained. This does not include those who dropped the course with a "W." This number is then compared to the number of students enrolled in the class at first census. The percentage generated between the number of students receiving grades and those enrolled at first census is called retention.

California Consortium Group

The term used to describe the participants in the project who compiled this manual and conducted a large institutional research study on the effectiveness of the Cross/Angelo model. Leaders are listed on cover of document.

STEPS TO METHOD

The classroom assessment process contains four major steps, which can be followed in various sequences. Typically, the steps include TEACH, ASSESS, RESPOND and ADJUST. The instructor begins the process by teaching a particular lesson, then assessing student understanding by asking students for feedback on that lesson using a quick and easy technique. For example, the instructor may ask the students to indicate which point of the lecture was least clear ("muddiest"). The students respond anonymously on paper or 3x5 cards. The instructor collects the feedback, compiles the data and then responds to the feedback in the classroom. The collected data is analyzed by the instructor to provide him or her with meaningful information about his or her teaching.

Ideally, the response should occur quickly. The feedback could be compiled during a break in the class and then responded to after the break. Or, the instructor may choose to spend more time reviewing the feedback and respond at the next class session. As a result of the feedback, the instructor may find that 60% of the class still needs clarification of one point. S/He may then reteach that point immediately, using a different teaching technique. The instructor's response could also include an invitation to students to seek help during office hours or suggestions of additional helpful reading materials. In addition, s/he may ask the class for direction on how the topic should be taught in the future so that it will be less confusing. The instructor thus adjusts his or her teaching techniques so that s/he becomes a more effective teacher.

When the locus of control changes from the instructor to the student, the students give the instructor guidance on how to improve teaching. Students asked to solve class problems do so readily. Instructors are always astounded by how seriously students take questions about teaching and by the excellent suggestions students offer. Students will present expert advice on how they need to be taught if the instructor will simply ask.

The same sequence of TEACH, ASSESS, RESPOND, and ADJUST can also be used to help students develop better learning strategies. The instructor can start by delivering a lecture, then ask students to work in groups and list all the important concepts from that lecture (focused listing). The instructor then collects the lists, quickly compiles the data and responds. The instructor is able to respond to the feedback on three different levels. First, the instructor responds to the content of the lists. For example, if most students remembered five points but missed two additional points, the instructor can reinforce the importance of the two points. Second, s/he could develop a new teaching strategy, such as an overhead or hands-on demonstration, which would address different learning styles, to enumerate the seven points. Third, s/he can indicate to students how the focused listing can be used as a study technique throughout the course. Based on the knowledge that the two missed

points were not easily incorporated by students, the instructor uses this feedback to plan the next semester's class differently. The students have been introduced to a new learning strategy and the instructor has been able to improve a teaching strategy.

The four steps of Classroom Assessment can also be used in the sequence ASSESS, RESPOND, TEACH and ADJUST. Before the instructor begins to teach, s/he assesses what the class already knows. For example, s/he asks for student goals for the course. S/He asks for a background knowledge check on the topic. S/He asks what prior work students have done in the field. S/He asks what impediments the students see that could stand in the way of their learning. The instructor now knows where to begin, what strengths the students already have and what obstacles are standing in the way of learning. S/He can lead a discussion on library hours, the child care facilities on campus, tutoring services, women's re-entry services and the various student support groups on campus. After assessing exactly where students are, the instructor now has a group of partners in the learning process. Instructors who know their students backgrounds can draw upon their experiences as examples. Teaching is adjusted to <u>these</u> students in <u>this</u> particular class, and the students and instructor are able to move forward together.

The same sequence ASSESS, RESPOND, TEACH and ADJUST may be used on a daily basis to see what questions the students have after doing the assigned reading. It may also be used to assess which areas the students need to review for tests and which areas do not need review. Instructors worried about losing class time to the assessment model will find that using the model will actually save time as it is not necessary to repeat concepts that students have indicated they already understand. The review plan is therefore adjusted to meet student needs ascertained by collection of feedback.

One important aspect of the model is that many of the techniques that are used in class can then be taught to students to use in their other classes and in their lives. Some of the techniques, like focussed listing or one minute papers, teach students a way of organizing material that will be helpful to them as they learn and grow as learners.

HISTORICAL BACKGROUND

The Classroom Research Project was originally funded by the Ford Foundation and the Pew Charitable Trusts in 1988. For the first eight months, the project operated out of Harvard University's Graduate School of Education. It was then moved to the University of California at Berkeley's Graduate School of Education. Dr. K. Patricia Cross (U.C. Berkeley School of Graduate Education) and Dr. Thomas A. Angelo (Boston College) were the developers of the method. They have written a text Classroom Assessment Techniques: A Handbook for Faculty that is now in its second revision. They have spoken to more than 6000 teachers and administrators on campuses throughout the United States and on nationwide tele-conferences.

In response to the extremely positive interest that the project generated, Cross and Angelo had to begin developing material that others could use and to begin large training sessions to train trainers in the method. They have done this for three large consortia and continue to receive many more training requests than can be filled.

Faculty and administrators at the College of Marin who worked with Cross and Angelo developed and funded an informational videotape called *Teacher Directed Classroom Assessment*. In 1989, copies were provided at no cost to every California community college. The tape is available for purchase from the Office of Product Development at Miami Dade College. There are two more tapes which illustrate the method that were developed with the Marin College production team. These tapes have proven very useful to demonstrate how Classroom Assessment works. Two new tapes are available from the University of California Extension Media Center at Berkeley.

In 1989, the University of California, Berkeley Classroom Assessment Research Project began to offer two and a half day summer workshops that reached national audiences for training trainers.

Also developed were graduate level courses in the model taught by Cross and Angelo originally at Harvard and now at the University of California, Berkeley Doctoral Program. Cross and Angelo have written and spoken throughout the United States. The sample handout package on pages 50-150 and the bibliography in the Addendum provide several examples of their publications about teaching.

In California, three major Classroom Assessment Projects were developed. LARC (the California Community College Learning, Assessment and Retention Consortium) has been involved in the issues reflected in its name since 1981. In 1989, the LARC group wrote and received funding for a three-year grant from the United States Department of Education Fund for the Improvement of Post Secondary Education (FIPSE) to disseminate Classroom Assessment through California. This grant was directed by Dr. Eve Kelemen-Lohnas from Santa Barbara City College. The grant was extremely successful in bringing the model to 36 California community colleges and training hundreds of faculty leaders and participants.

Following participation in the FIPSE grant, another two-year grant was written and funded by the California State Chancellor's Office Funds for Instructional Improvement Office. This grant, directed by Napa Valley College, extended the training to additional faculty at seventeen schools and began a research study to evaluate the relationship between Classroom Assessment and student outcome.

Anita Catlin, MSN, and Dr. Michelle Kalina directed this research. Dr. Diana Kelley (1992) at Fullerton College and Dr. Nancy Stetson (1991) at College of Marin have also worked extensively with the model. Drs. Susan Obler and Carol Sigala have worked with the Beacon Project to explore the use of Classroom Assessment to improve cultural diversity in the classroom. A copy of the article describing this work is included in the handout section on pages 115-126.

The California Consortium Group has made multiple presentations throughout California on Classroom Assessment. The response to the concept has been the same in all cases--successful and desirable. Administrators, board members, faculty and staff who have attended these workshops have asked for more information on how to implement the Classroom Assessment training at their schools. This manual was written to help respond to these requests.

The support of the California Community College Chancellor's Office has been instrumental in dissemination and institutionalization of the model. Funding to prepare this manual has come primarily from the Chancellor's Office. Napa Valley College in Napa, California, lent institutional support for the manual production.

RESPONSE TO THE MODEL

During the three-year LARC-FIPSE grant coordinated by Dr. Eve Kelemen-Lohnas, student responses to the project were collected. Students described increases in motivation, sense of participation, satisfaction, and enjoyment of learning. They described an increase in student-faculty rapport, and satisfaction with the partnership process (Kelemen-Lohnas, 1993).

Faculty participating in the LARC-FIPSE grant reported change in their teaching techniques, a new insight into the teaching/learning process, and increased professional growth. Instructors felt that their students became better listeners and learners who came better prepared for class. Faculty also reported that using the goal matching exercise led to improved student placement and increased student referrals to appropriate campus resources.

In the study done by Obler, Arnold, Sigala, and Umbdenstock (1991, p.114), students expressed satisfaction with the CATs process. The authors state that faculty universally commented that the best part of the classroom assessment training was the opportunity to talk with their colleagues. They cite the use of CATs by faculty as "recharging the batteries" of even the most experienced teachers.

In the research report written by Catlin and Kalina (1993), there was increased student self report of class involvement, cohesiveness, personalization, satisfaction, task understanding, and instructor innovation, when compared to classes in which classroom assessment was not used.

Also in the Catlin and Kalina study (1993), anonymous feedback collected from 50 Cross/Angelo trained instructors reported 100% satisfaction with the use of the model in their classes and 0% of negative experiences with the model.

RESEARCH OVERVIEW

The Cross-Angelo model was developed using the notion of formative assessment by instructors to effect outcomes in their classrooms. The model suggests that when instructors have a means to assess how students are doing in a class prior to a test situation, the data obtained allows instructors to alter instruction to insure that learning occurs. Formative assessment is done while there is still time to change the outcome. Summative assessment, often called a test, is usually done at the time instruction is completed for a particular unit and is used for the purpose of assigning a grade.

Follow-up research has been done to confirm the model's effects on student outcome. The variables studied to measure the effect have most often been retention and grades. Stetson (1989) found some slight effect on retention. This effect was further substantiated by Obler and Sigala (1991) with a diverse student population. Kelly (1991) looked at the feedback effect on retention for adult students and found some instances where feedback had a slight effect on retention.

Anecdotal reports from both students and instructors have indicated that this new way of teaching positively affects the classroom environment. With the support of a grant from the Chancellor's Office Funds for Instructional Improvement, a five variable research project to examine the effectiveness of the Cross/Angelo model was conducted by a consortium of eight community colleges in California under the supervision of Anita Catlin and Michelle Kalina. Effects of classroom assessment on student grades, retention, class completion by gender and ethnicity and on student report of classroom environment were examined.

The study was conducted over three semesters time in forty-nine pairs of classes that were matched by course topic, instructor, and time of day. The independent variable was instructor use of the Cross/Angelo classroom assessment model. In one of the classes, the instructor taught using the Cross/Angelo model; in the second class of the pair, this treatment was either 1) withheld or 2) data was collected from a matched class prior to the instructor's initiation to the model. Data from instructors who had never been taught the method was also collected to provide an additional control group.

To assess student opinion of classroom environment, the Australian-developed CUCEI instrument was used. This was done due to literature suggestion that student outcome is positively associated with classroom environment. The CUCEI instrument (Treagust and Fraser, 1986) consists of 49 questions with seven sub-scales. When student reports were compared for the treatment (use of feedback) versus non-treatment (no feedback) groups, there was statistical significance between the groups. Statistical significance was found on the student cohesiveness and involvement subscales. When the instructors using feedback were compared to the additional

control group of those never exposed to feedback training, there was positive statistical significance in the areas of class involvement, personalization, satisfaction, task understanding, and instructor innovation.

For the variable of overall retention, all results indicated that feedback had a slight effect on retention. Three retention studies were done during the course of the year. The first was a pilot study. For the group surveyed, there was a significant effect for feedback equal to a d of 1.1 which translated to a 10% increase in retention. In the Fall semester, the results at four of the six schools showed an increase in retention for feedback groups of approximately 8%. Two schools in that study exhibited no effect for the feedback group. In the Spring semester, there was only a slight positive effect overall on retention with one school reporting a positive effect on retention for the feedback group.

At four schools out of six, for retention by gender, there was a positive effect for retention of female students when CATs were used. At two of these schools, there was also a positive effect on retention of males.

At publication time of this manual, retention data by ethnicity was not completed.

For the variable of grade point average and grade distribution, preliminary results regarding grade point averages was consistent with past studies, i.e., grade point averages have not been found to have been significant predictor variables. In the study done by Catlin and Kalina (1993), there was a positive effect in the feedback classes on grade distribution, in which more A's, B's, and C's were given in classes in which feedback was used.

CHAPTER TWO:

IMPLEMENTATION

PLANNING FOR IMPLEMENTATION
- **ADMINISTRATIVE SUPPORT**
- **FISCAL REQUIREMENTS**
- **TRAINING OF FACULTY LEADERS**
- **REASSIGNED TIME FOR COORDINATORS**
- **COMPENSATION FOR FACULTY PARTICIPANTS**
- **CLERICAL SUPPORT FUNDING**
- **PURCHASE OF TEXTBOOKS**
- **PROVISION OF REFRESHMENTS**
- **SOURCES OF FUNDING**

SAMPLE BUDGET BREAKDOWN
CRITICAL TO PROGRAM SUCCESS
SELECTING A LEADER/TRAINER
TRAINING THE LEADER/TRAINER
RESPONSIBILITIES AND SUGGESTED TIMELINE FOR PROGRAM IMPLEMENTATION
RECRUITMENT OF FACULTY TO BE TRAINED IN CAMPUS ASSESSMENT PROGRAM
IDEAL MIX AND LENGTH IN TRAINING
LENGTH OF TRAINING

PLANNING FOR IMPLEMENTATION

This chapter will delineate all components necessary for implementation of the Cross/Angelo Model Training Program on a college campus. The steps described could also be applied to implementation at the university or secondary level.

Administrative Support

The successful Classroom Assessment Project requires strong administrative support and encouragement. Fiscal support, clerical support and collegial support are necessary for the smooth operation of the program and for recognition of its importance to the institution. Critical elements of this support are included on pages 19-20.

Fiscal Components

The estimated first-year cost of a Classroom Assessment Project is $12,000-14,000. Included in this figure is training for two faculty leaders; reassigned time for the leaders to coordinate the project; compensation for participants; and compensation for clerical support and cost of supplies, including textbooks for participants. The second and succeeding year costs are lower, between $7-11,000, since the leaders are already trained. Schools involved in the grant have budgeted as little as $6,700 and as much as $15,000 depending upon their commitment to the program and the college's fiscal limitations.

Specific financial outlay to implement the Classroom Assessment Project includes:

1. Training of Faculty Leaders

   The cost of training two faculty leaders at the UC, Berkeley summer institute, including food and lodging, is approximately $1000 per leader. This is a one-time cost which may not need to be repeated.

2. Reassigned Time for Coordinators

   It is strongly recommended that the faculty leader(s) of the project be given three units of reassigned time per semester to coordinate the project. Most colleges have two leaders and both are given reassigned time. In some colleges, one instructor is given 20% reassigned time to lead the project and a second instructor is given a stipend to act as an assistant. Other colleges have permanently assigned this program as part of the faculty leader's load. When reassigned time is given and a substitute instructor is hired, the cost of the part-time replacement must include benefits and taxes as well as the hourly wage.

The area of reassigned time is the most costly part of funding the program, but has emerged as an essential component for the success of the program. Some colleges have combined the faculty leader position with the chair of faculty staff development committee. Attempts to pay leaders a stipend to run the program while they carry out a full teaching load have been possible but less successful in the experience of the California Consortium Group.

3. Compensation for the Faculty Participants

Compensation for faculty who sign up for classroom assessment training is considered necessary by the California Consortium Group to ensure program success. It is not so much the amount of the compensation as it is the fact of compensation. What is important is that there is some form of recognition by the college that the faculty member is making an effort, participating in a program over and above the normal workload.

Compensation has taken various forms at different colleges.

a. Stipends have ranged from $100 to $250 per semester per participant.
b. Participation in the project has satisfied flexible calendar requirements.
c. Participation in the project has allowed advancement on the salary schedule.

Compensation has been awarded upon completion of the six session training, and is usually in response to a contractual agreement with the faculty member to complete certain tasks. A sample contract is included on page 47.

4. Clerical Support Funding

The assignment of the Classroom Assessment Program to one of the college secretaries in the Office of Instruction or Staff Development is recommended. Four hours a week appears to be a sufficient amount of support. If a college chose to cost this out, it would budget $2,000 per year or 10% of a clerk typist salary. Tasks which would be assigned to the clerical assistant would be:

- Obtaining printed material from leader which needs to be duplicated and placed in a binder for each faculty trainee.

- Ordering books and supplies, such as the text, 3x5 cards, name tags, etc.
- Arranging a classroom or meeting room for training sessions to take place in.
- Arranging for refreshments.
- Arranging for VCR player, chalk and chalkboard and overhead projector in classroom.
- Coordinating with faculty leader to send out recruitment flyers, schedules, contracts, agendas, correspondences and teaching materials.
- Maintaining records.
- Making templates of the report forms on computer disc available to all participants.

5. Purchase of the Handbooks

The handbook written by K. Patricia Cross and Tom Angelo called Classroom Assessment Techniques; a Handbook for College Teachers has been considered essential to purchase for each participant. The new second edition is published by Jossey Bass in San Francisco, California, at the cost of $29.95 plus shipping and handling. Further description of the text and ordering instructions are contained on page 45.

Conducting the training without the text has occasionally been tried. In instances of financial restraint, it may be possible to do so with only the handouts listed on pages 50-150 of this manual. In this case, copies should be purchased for the leaders and the college library.

6. Provision of Refreshments

Estimated cost of hospitality services are $25 per session or $300 per year.

7. Sources of Funding

Colleges have used may different sources of funding to finance the requirements of the Classroom Assessment program.

Possible sources of funding might be:

a. Staff Development and AB1725 funds.
b. Title III grant and other grants (FII, FIPSE) that are concerned with such things as minority student success, increasing student learning, and upgrading staff expertise.

c. A federal grant source such as the Tech-Prep Grant and/or VATEA (Vocational and Applied Technology Education Act) funds to upgrade technical program faculty.
d. Matriculation retention funds.
e. Individual College Foundation or Trustee Funding Grants.

Other possible sources of assistance to the faculty leaders could be:

a. College Work/Study student support.
b. Student intern from an education program at a local four-year college or Master's program.

In conclusion, a college needs to expect a $12,000 start-up fee and approximately $10,000 to continue annually.

SAMPLE BUDGET BREAKDOWN
First year

Semester One		
Leader(s) Release Time	2 X $2,000.00	$4,000.00
Leader(s) Training Cost	2 X $750.00	$1,500.00
Recruitment Brochures, Printing, Postage	300 X $0.75	$225.00
Clerical Support		$2,000.00
Semester Two		
Leader(s) Release Time	2 X $2,000.00	$4,000.00
Books	20 X $29.95	$599.90
Binders	20 X $5.00	$100.00
Refreshments	6 X $25.00	$150.00
Faculty Stipend	20 X $100.00	$2,000.00
Total for year		$14,575.00
Subsequent Years		
Semester One		
Main Leader Release Time	1 X $2,000.00	$2,000.00
Assistant	1 X $360.00	$360.00
Clerical Support		$2,000.00
Recruitment Brochures, Printing, Postage	300 X $0.75	$225.00
Books	10 X $29.95	$299.90
Binders	10 X $5.00	$50.00
Refreshments	6 X $25.00	$150.00
Faculty Stipend	10 X $100.00	18
Semester Two		
Main Leader Release Time	1 X $2,000.00	$2,000.00
Books	10 X $29.95	$299.90
Binders	20 X $5.00	$50.00
Refreshments	6 X $25.00	$150.00
Faculty Stipend	10 X $100.00	$1,000.00
Total		$13,250.00

CRITICAL FACTORS TO ENSURE PROGRAM SUCCESS

A. Institution's Responsibility

- Institution recognizes individual faculty ability to change and learn new techniques to improve teaching and rewards these efforts through stipend, flex credit or salary advancement.
- College assigns the faculty leader these workshops as part of teaching load and/or provides release time.
- College assigns clerical support.
- Designated leader of the group is dynamic and sincere in helping faculty maximize the potential for classroom learning.
- Faculty leaders and trainees are given recognition for the involvement in the Classroom Assessment Project.

B. Faculty Leaders' Responsibility

- Leaders ensure that instructors meet together and discuss teaching on a regular basis. Instructors are given peer support and recognition for trying new techniques.
- Leaders expose instructors to multiple Classroom Assessment Techniques which instructors can then adapt for their own use.
- Leaders make faculty aware that students' comments (while honestly intended) may cause them some discomfort.
- Leaders provide binder of handouts and/or the Classroom Assessment textbook to each participant.

C. Expected Commitment from Trainees

- Instructors participating are willing to take risks.
- Instructors are willing to act on student suggestions or to openly explain why certain suggestions might not work and look for others.

- Instructors explain to students the importance of their responses to the instructor's teaching.

- Students respond anonymously. They are free to say anything without regard to spelling, grammar or grading. Students are taught how to respond if giving constructive feedback is a new concept to them.

SELECTING A LEADER/TRAINER

As a college decides to implement the Cross/Angelo Classroom Assessment Program, careful thought should be given to who will be the college's assigned faculty leaders. It is recommended that two instructors be sent to the initial leader training. These faculty are then able to exchange ideas about teaching and support each other in what may be very new and risk-taking behavior.

In the LARC-FIPSE grant training, Angelo required that an administrator be assigned the project and also complete the initial trainer training. This is not essential but was found to be very helpful for the successful implementation of the project.

The persons first trained and then experienced in the Cross/Angelo Model will then train others at the college. It is suggested that the two faculty chosen as leaders be from two different disciplines. Experience has shown that early childhood and basic skills instructors come naturally to this training and are able to quickly assimilate the new knowledge. There has been more difficulty with the incorporation of these techniques in the teaching of mathematics and sciences. When each of the two faculty members come from a different discipline, the diversity not only broadens the application of the methods, but also makes a difference in the recruitment of faculty from a broader range of disciplines.

Faculty leaders should have certain characteristics. First, they must be faculty. Part of the success of the model is based on the concept of "faculty training faculty" and "teachers talking about teaching." It is helpful if these people are full-time, respected colleagues who have established credibility amongst their peers for effective, inspirational teaching. After the program is well established, part-time faculty may be recruited/assigned to be one of the leaders.

It is strongly recommended that the leaders be given initial release time (20% or stipend) to learn the method themselves, and be actively teaching, so that they have access to students with whom to develop expertise and experience with different CATs.

The faculty leaders must be given institutional support, as described on pages 14, 19 and 20. "Support" means that the college is ready to commit the financial resources needed to fund the program, and to smooth the way through college bureaucracy and potential obstacles.

The Office of Instruction must be fully supportive of the project. Instituting a Classroom Assessment Program is a large and serious undertaking; when it is accomplished successfully, the entire fabric of teaching (methodology) on the campus will change. The faculty leader should feel supported by the college, so that he or she in turn can set a tone of positive recognition for those instructors who will be undergoing great change.

TRAINING THE LEADER/TRAINER

The selected faculty (and accompanying administrator) must then be sent to trainer training. There are various ways in which this can be accomplished.

1. Cross and Angelo have conducted summer training sessions at UC, Berkeley in August since 1989. It is uncertain how many years that this will continue, but if training from Cross and Angelo is available, this is the recommended method. For application procedures, contact, UC, Berkeley Extension, 2223 Fulton Street, Berkeley, California, 94720. Phone 510-642-1171, FAX 510-643-8683. Application deadlines are usually in May of each year.

2. There is also a generation of people trained by Cross and Angelo through the Federal and California State FII grants who are recommended institutional trainers. These include:

   a. Dr. Nancy Stetson with colleagues Dr. Lorraine Berry and Dr. Charles Miller have formed a consulting firm called *Company of Experts*. They are available to train faculty leaders or entire faculties. They can be contacted by writing Nancy Stetson, 222 Butterfield Road, San Anselmo, CA 94960 or by calling (415) 456-8639.

   b. Other experienced trainers and their particular disciplines include:

Dr. Eve Kelemen-Lohnas
(Statistics)
5970 La Goleta Road
Goleta, CA 93117
(805) 967-8738

Dr. Lee Merchant
(Psychology)
Modesto Junior College
435 College Avenue
Modesto, CA 95350
(209) 575-6119

Dr. Michelle Kalina
(Basic Skills/Reading)
12614 Hawkeye Lane
Grass Valley, CA 95949
(916) 268-0678

Ron Statzkow
(Mathematics)
Ohlone College
43600 Mission Blvd.
Fremont, CA 94539
(415) 659-6189

Anita Catlin
(Health Occupations)
Napa Valley College
2277 Napa-Vallejo Highway
Napa, CA 94558
(707) 253-3135

Dr. Susan Obler
(English)
310-693-6163
3600 Workman Mill Road
Rio Hondo College
Whittier, California 90608

These trainers can either train your faculty leaders or conduct the training sessions themselves. Geographic proximity may be a factor.

c. The Community College Chancellor's Office Department of Staff Development and Flex Calendar Activities has also compiled a list of faculty who have expertise in this area. They may be contacted at 1107 Ninth Street, Sacramento, CA 95814 or call (916) 322-6888.

d. In the Addendum, on pages 176-246 administrators at various colleges listed could be contacted to recommend potential trainees.

RESPONSIBILITIES AND SUGGESTED TIMELINE FOR PROGRAM IMPLEMENTATION

ONE YEAR PRIOR TO IMPLEMENTATION

Funding for project is placed in the budget for the following year.

ONE SEMESTER PRIOR TO PROGRAM IMPLEMENTATION

- Agreement with administration that project will be supported philosophically and fiscally. Office of Instruction should begin to develop support of Division Deans.
- Selection of or call for applications for position(s) of faculty leader(s).
- Training of faculty leaders.
- Implementation of Classroom Assessment in faculty leaders' classrooms (entire semester).
- Broad dissemination on campus to inform campus about upcoming training program.
- Placement of information on Classroom Assessment in campus publications.
- Presentation of Classroom Assessment Project to Board, Faculty Senate, College Council, and Administrative Staff Group.
- Presentation of information about training program at division meetings.
- Presentation to Staff Development/Flex Day Committee(s) to gain their support. Ask for time on general flex day calendar (for next semester) to introduce program to faculty.
- Set date for faculty orientation (two weeks prior to final week).
- Obtain room assignment for training sessions.
- Order Classroom Assessment handbooks.
- Get on calendar at any general faculty meeting such as orientation of new faculty.

- Direct recruitment by disseminating to every full- and part-time faculty member an individual announcement with response tear-off sheet.

- Order duplication of handouts and packages of 3x5 cards.

- Send out specific training schedule for the Classroom Assessment in campus publications. Develop flyers for circulation.

SEMESTER THAT TRAINING BEGINS

- Order audio-visual equipment for training sessions (TV, VCR, overhead projector, blackboard and chalk or flip chart and markers).

- Prepare necessary overheads and slides for teaching use.

- Make name tags for participants.

- Plan refreshment items needed for training sessions.

- Have participants sign contracts or agreement to participate for one semester and hand in written summaries in return for stipend. Sample on page 47.

- Send reminders two days prior to every meeting time. All correspondences to part-time faculty members should be mailed to their home addresses.

- Locate College of Marin's video that was distributed to every California Community College or order it from the Miami-Dade Community College at Product Development and Distribution Center, Miami-Dade Community College, 11011 S.W. 104th Street, Miami, Florida 33176, Phone (305) 347-2158. Preview this and possibly the new videos made by UC, Berkeley (see page 37) and watch them to familiarize self with content. Practice using the necessary A/V equipment that will be used to show the videos in order to model ideal teaching behavior.

- Send press releases to local newspapers announcing that the project is about to begin. List names of participating faculty if available.

TRAINING SESSION PLANNING AND CONTENT ARE INCLUDED ON PAGES 32-41.

RECRUITMENT OF FACULTY TO PARTICIPATE IN CAMPUS ASSESSMENT PROGRAM

Several recruitment techniques and methods have proven successful:

A. Flyers

Flyers distributed to faculty through campus mail have been successful. Flyers should include all relevant information such as the title of the program, a brief definition of Classroom Assessment and how it will benefit faculty, a description of the faculty leaders, where the initial workshop will be held, and when it will be held (time and date). Flyers should provide the faculty leaders' phone numbers and mail box numbers so that they can be easily contacted by interested faculty. Any enticements, such as flex day credit, stipends, college credit, etc., should be included. An eye-catching logo has proven helpful. Part-time faculty should receive the information by mail at home.

The flyer should also include a tear-off response sheet with a deadline for response; include space for the faculty member's name, home address, work phone number and home phone number. It may be helpful to ask faculty who are interested in the program but cannot attend the workshop to indicate they are interested and to give alternate convenient times.

B. One to One

Personal contact is initially one of the best ways to recruit faculty. A faculty leader contacts faculty members who have expressed interest or those whom s/he feels would be interested in or benefit from the Classroom Assessment Program. During the initial meeting, the leader should clearly explain what Classroom Assessment is, its benefits and costs, why s/he feels the faculty member would find the program useful, and the institutional enticements, such as stipends. Demonstrating the use of a few specific Classroom Assessment Techniques has also proven beneficial.

C. Department Meetings

A faculty leader should attend as many department meetings as possible to give a brief introduction to the Classroom Assessment Project. In order to promote involvement, a description of what the project is, how it will benefit instructors and students, and examples of a few techniques should be given. The leader passes out flyers with additional information about the training workshops. Testimonials of one's own experiences with Classroom Assessment have proven to be the best evidence to other instructors of Classroom Assessment's value.

Department chairs have been willing to share meeting time as long as they are contacted prior to the meeting and the presentation is not overly lengthy. Faculty in the divisions who have gone through the training should also be encouraged to participate in the presentations and to add brief testimonials.

On occasion, division deans, department chairs and instructional administrators have recommended faculty that they feel could benefit from Classroom Assessment training. This has even been used as a remedial action for employees on probation. The original Cross/Angelo concept did not approve of this use. The California Consortium Group leaders have found this to be acceptable as long as the faculty member is completely agreeable, and is not being forced to attend against his or her will. In the experience of the California Consortium Group, faculty members who did attend per recommendation of their deans have attested that the program did help them become better teachers.

D. Flex Days

Many faculty leaders have given workshops on flex days in order to start this program on their campus. Close coordination with the Staff Development/Flex Day committees is essential. They will need a brief description of the project and its benefits to instructors and students to include on the flex day program. Most colleges have used flex day to present an initial workshop that includes a brief description of the program and a panel of guest speakers who are experienced faculty. Trained faculty from other colleges are happy to come to flex days to help start a new project. See list of trained faculty on pages 176-246. It is good to use as many techniques as possible as part of the demonstration, and to show the College of Marin video.

E. Staff Bulletins

A press release should be placed in all staff bulletins and college newspapers. The release should include a contact name, phone number, and mailbox number so that interested faculty can easily contact faculty leaders. Local newspapers will also run information if provided with a press release.

F. Past Coordinators/Faculty Leaders

Once the program is institutionalized, past coordinators and faculty leaders of Classroom Assessment on your campus will prove an invaluable resource. They may have names of interested faculty who have not been able to participate in past workshops and of administrators and department chairs who have proven supportive.

G. Past Participants

Past participants of Classroom Assessment Program will also be useful as sources for names of other faculty who are interested. Often past participants can provide useful testimonials and personal contacts on campus.

IDEAL MIX AND LENGTH IN TRAINING

Numbers

Classroom Assessment Programs run best with two leaders for every 10-15 new faculty trainees. The program includes much one-to-one interaction and involvement and when more than 15 faculty are in attendance it becomes difficult for leaders to give individual attention and allow everyone a chance to speak.

Mix

Faculty leaders should try to recruit faculty from across the disciplines: academic and vocational. A mix of newer and more experienced, tenured and non-tenured, and full-time and part-time faculty have made the programs both innovative and practical. Ethnic and gender diversity should also be reflected in Classroom Assessment Programs to provide a variety of voices and experiences.

LENGTH OF TRAINING

Most colleges have conducted the training in four to six sessions which span over a semester. This is the preferred method as it allows for time for a spirit of collegiality to develop and for people of different disciples in the college to meet and develop relationships based upon teaching. Many colleges have reported that this arena in which teachers meet for the sole purpose of talking about teaching is not available in any other college setting. It is also the aspect of the training that instructors report as most significant to them.

There are colleges who have chosen a more concentrated format of two full days of training on weekends or during flex time. This has been successful in accomplishing the training but does not allow for the "connectiveness" which develops between faculty in the semester long training model.

CHAPTER THREE:

THE TRAINING SESSIONS

PLANNING THE FIRST TRAINING SESSIONS
CONTENT FOR INCLUSION IN TRAINING SESSION ONE
FOLLOW UP WORKSHOPS
ENCOURAGING TEACHER PARTICIPATION ONCE RECRUITED
HELPING FACULTY DEAL WITH PROBLEMATIC FEEDBACK

PLANNING THE FIRST TRAINING SESSION

The initial training session should be scheduled prior to the start of the semester as a flex or orientation day activity. The reason for beginning the training prior to the start of a semester is to prepare participants to use techniques at their first class. It should be a 3 to 4 hour training session, depending on the recruitment method used. If the faculty members have already been given a general orientation to classroom assessment during flex day, the first training session should be 3 hours. If no prior orientation has been given, a 4 hour block is recommended.

Invitations or broadly distributed flyers used to solicit participants could be done using a Classroom Assessment form. For example, the **One Sentence Summary** assessment is a Classroom Assessment Technique (CAT) that works well in a flyer or invitation-type message to faculty.

There are two ways to decide when the monthly follow-up training sessions will be held. Either the leader can decide in advance and choose a time s/he feels would be most convenient for the most faculty, or the leader can wait for the first training sessions and together with those faculty in attendance set up a time that best suits everyone. What many schools have done is offer training one semester on Tuesdays, to accommodate those who teach mostly MWF classes, and the next semester on Wednesday, for those who teach mostly TTH classes.

During the training sessions, participants should receive a packet of materials and/or the text on Classroom Assessment. Trainees should be given duplicates of all handouts so that they have one for their notes and a clean copy for duplication. Each session should have an agenda and should be organized to model ideal teaching techniques.

CONTENT FOR INCLUSION IN TRAINING SESSION ONE

An excellent first activity in a training session is a **Background Knowledge Probe** relative to Classroom Assessment. Participants should receive the probe as they come in and should do it immediately. This feedback should be collected and results tabulated during the break.

The second activity and actually the first formal activity of the session should be introductions. It is a good idea to use the **One-Sentence Summary** technique to have people introduce themselves. The leaders introduce themselves, modeling the technique and then explaining what they have done. At that point, it is appropriate to give the participants a few minutes time to formulate their introductions to the group. Depending on the size of the group, this activity should take 10 to 20 minutes.

The third activity should be a **Goal Matching and Ranking Exercise**. Participants should be provided with a form on which to write their goals for the workshop. Participants are then asked to rank their goals for the day in order of personal importance. The faculty leaders present their goals on an overhead, a chalkboard or in a handout and instructs the participants to see how their ranked goals match the trainer's goals. Leaders should facilitate a discussion on the goals for the workshop and how this assessment technique may be used with students at the beginning of the semester and at other appropriate times during the term. It is important that trainers talk about how they have actually used this assessment with students and their perceptions of the effects it has had on classroom environment.

The next phase of the training session consists of an orientation to the Classroom Assessment Project. The history of the project is included on page 8. This should be followed by a discussion on the differences between "Classroom Assessment" and "classroom testing." The College of Marin videotape on Classroom Assessment can then be shown. (Prior to showing the video, the faculty leaders should familiarize themselves with the equipment, again, in order to model good teaching technique.) Either before or after the video, the leaders can review the definitions of Classroom Assessment with the participants. The packet of materials should include a handout which briefly describes what Classroom Assessment is (see page 50). Material should be presented in both a written format (see Handouts to be Included) and visually using an overhead projector or slides.

Since the model is based on obtaining student feedback to instructor questions, faculty leaders must help the participants formulate their own "assessable questions." It will be important to show the participants examples of what an assessable question is and how to compose the question in such a way as to get appropriate feedback. Some faculty enjoy eliciting broad ranges of information from students. An example is this is the question "Why are you taking my class?" Others prefer to set more

limits. An example of this might be such language as "I know you need to take this class to meet the general education requirement and I know you all want an 'A' in the class, so excluding those goals, why are you taking my class?"

Assessable questions should be related to specific learning tasks, the learning process or queries about characteristics of student learners. The leader should coach the faculty on how to phrase assessable questions. Rather than asking students "How am I doing," the instructor should ask "Is there anything that I could have added to the way I taught the last section that would help facilitate learning?" A criterion for assessable questions is **wanting** to know the answer to the question. The leader should let participants know that if they do not want to hear the answer or can do nothing to change a particular situation, perhaps it is best not to ask about it at all.

Participants often have concerns about the amount of time that Classroom Assessment Techniques will take away from their teaching. In the beginning, doing Classroom Assessments may take a few minutes of class time to explain. Once students are familiar with filling out the 3x5 cards to give anonymous feedback, they will be able to do so quickly on their way out to breaks or at the end of class. The instructor can take the cards, quickly go through them, and choose either to respond immediately or at the next class session. The faculty leader can share with the trainees that many instructors have found that doing assessments eventually saves class time, as students direct the instructor to clarify or review only what they need as opposed to what the instructor thinks they need. By using background probes, instructors may save time spent on areas that students are well-versed in. The leader needs to allow time for faculty participants to discuss concerns about time management.

Training sessions on Classroom Assessment should include a discussion on the topic of classroom assessment versus classroom testing. An important concept to address is the difference between testing (summative assessment) and assessing which occurs before testing (formative assessment). Formative assessment is defined as the assessment of learning at a point when presentation and program are still capable of being modified to meet current needs. An example of a formative assessment is a "straw poll" or an assessment technique used to assess what is going on within a group at a point in time when change is still possible. Political candidates taking "straw polls" on the "temperature" of the electorate on a particular issue usually have time to modify a particular stand should they choose to do so. An instructor, using an assessment technique, can also ascertain whether or not students have learned the material prior to a test or final exam in the area. There is then still time for the instructor to review or reteach, or supply additional learning resources.

Summative assessment is defined as an end point. An example of a summative assessment is an actual election or a final exam. The candidate can do nothing to alter the outcome of the election; the instructor can do nothing to alter the outcome of the final exam.

In a traditional lecture model, instructors find out only after an exam is given that there are students who have not mastered the material. By then, it is often too late. Summative assessments are graded and are not anonymous.

Classroom Assessment is a formative evaluation tool allowing the instructor to take the "classroom temperature" on an issue while there is still time to do something about it. Classroom assessments are done anonymously, which helps learners to be free and open about what it is they do not understand. They can reveal what they do not know or ask questions without revealing themselves. Overall, a win-win situation is created. Instructors do not have to "second guess" what help students need, and students are able to direct the instructor to better help them learn.

Midway through the training session the leader will want to schedule a break. Serving refreshments can help create an informal atmosphere to give people a chance to talk about teaching. By modeling a supportive and interactive environment, the leader communicates that a classroom can also be like this.

During the break, the faculty leaders can tabulate the results of the Background Knowledge Probe so that the results can be shared with the trainees after the break. As the excitement of talking about teaching grows, leaders have found it hard to reestablish the agenda timeline. It may be necessary to "call the group to order" after 15 or 20 minutes.

Following the break, the faculty leaders can use the feedback from the Background Knowledge Probe as a starting point to discuss what the feedback means for the group and then how the faculty trainees can use this assessment with their own students. Additionally, it might be a good idea to go over the Goal-Matching and Ranking Exercise in terms of how it could be used with students and what can be achieved by using it. Various assessments should be presented and discussed. It is helpful to faculty to have the discussion revolve around "real life" experiences. "Clearest and Muddiest Point" and "Focused Listing" are two more first assessments that are easy to teach and easy for the trainees to go out and try. No more than 4 or 5 different techniques should be presented during this first workshop.

The presentation of materials should be as varied as possible to accommodate the different learning styles of the group. Additionally, this variation in presentation serves as a model for instructors to use in their own classrooms. Some suggestions are: use of an overhead projector; use of role-playing; and use of collaborative and/or cooperative groups to achieve the stated outcome.

Before the workshop ends, it is desirable to have participants choose one class, devise an assessable question for that class, and select or develop one or more assessments to use to address that question. This activity has the advantage of having a trained person there to offer encouragement and help, and it allows participants to see how easy it is to create viable assessments in a relatively short period of time.

If time is scheduled for this activity, it is particularly effective to conduct it in a room that has access to computers so that participants may walk out with a finished assessment product that only needs to be duplicated to be used in the classroom. Participants should be able to leave the workshop with some very concrete ideas or actual assessments to use in their classrooms during the opening days of the semester.

Time should be set aside at the end of the workshop to discuss how participants will be involved for the remainder of the semester. Trainers may also wish to have participants sign a "Statement of Intent" or "Contract of Responsibility" to the classroom assessment project if faculty will receive either a stipend or flex credit for their work. It is important that trainees know what their responsibilities are in order to make it easier to award stipends and/or flex credit upon completion of the project requirements. It should be made clear to faculty that the strength of the process evolves from the multi-disciplinary group getting together regularly to talk about teaching. Barring emergencies, trainees are expected to attend every session.

At the close of the training workshop, give a specific assignment to the participants in preparation for the first follow-up workshop. The assignment should include the implementation of at least one assessment and the completion of a classroom assessment report on that assessment see page 78 (with copies for each participant). In addition, a reading assignment would also enhance the new trainees' understanding of classroom assessment. Participants may want to browse through the handbook or articles written by Angelo and Cross such as "Classroom Assessment: Improving Learning Quality Where it Matters Most" included on pages 80-91.

The workshop should end with an anonymous evaluation (such as Clearest and Muddiest point) or evaluations such as on pages 67 and 68. The results can be tabulated and distributed either by mail to the participants or at the beginning of the first follow-up workshop.

FOLLOW-UP WORKSHOPS

Follow-up workshops should occur once a month during the semester in which the training occurs. These meetings should allow time for participants to share what they have done in their classrooms and time to learn at least one new assessment technique. They should be approximately 2 hours in length.

A large part of what occurs during the monthly meetings is sharing what has worked and what has not worked in the classroom. Instructors must be free to discuss both successes and failures in an atmosphere of support. The faculty leaders must ensure confidentiality. This aspect is discussed more fully in the section on encouraging teacher participation on page 39.

At the first follow-up workshop, each participant should hand out copies of their assessment report and orally present one assessment. Ample time should be allotted for discussions of successes, failures and concerns. One of the most valuable aspects of the workshops is the opportunity for faculty to discuss teaching in a supportive environment. The trainers should offer advice, and encourage the participants to offer their own solutions and help each other address any problems that may have arisen.

Two new classroom assessment videos may be shown in a follow-up session. They are:

> K. Patricia Cross on Classroom Research. 25 minutes. Catalogue Number 38023. Rental $15, Purchase $50, plus tax and shipping.
> Classroom Research:Empowering Teachers. 18 minutes. Catalogue Number 38022. Rental $15, Purchase $50, plus tax and shipping.

They can be ordered from the University of California Extension Media Center, 2176 Shattuck Avenue, Berkeley, CA 94704. Phone (510) 642-0460.

Elements that each follow-up workshop should include are:

1. Each workshop should have a written agenda (example on page 49.) All faculty members should be sent a written reminder of the session in advance. Part-time faculty should have communications sent to their homes. The leader should call anyone who misses a session to express concern.

2. Faculty should share how the CATs worked in their own classes. This sharing precipitates a discussion of the pros and cons of a particular CAT and demonstrates adaptations that faculty may have made for their particular discipline or classroom needs. This process may be time-consuming but has proven to be a very valuable portion of the training. Faculty have repeatedly stressed that they like hearing and talking about what goes on in the classroom, and that they learn a great deal from their colleagues.

3. A CAT project summary form has been developed and is shown on page 78. Faculty should be taught how to write up each project that they try and to analyze its effectiveness. It is recommended that each written summary be distributed to all the participants in the project. Sample write ups are on pages 151-175.

4. New CATs should be presented at each training session. The leader should talk about how the CAT is done and include his own experiences using the CAT. If there are two trainers, they should present how they have implemented the same technique, emphasizing how techniques can be adapted in various courses. Participants are encouraged to not just adopt what has been modeled but to adapt techniques to fit their particular circumstances.

5. Presentations of CAT experiences may be presented by a panel who have previously been trained. This offers faculty an opportunity to hear what other people have done with CATs and what the outcomes were. Faculty from other schools (names included in the Addendum) may be called upon for help.

6. Leaders may wish to spend more time addressing the issues of what constitutes an assessable question. Often faculty new to the process will word a question in such a way that does not elicit the desired feedback. The faculty leaders should also facilitate discussion on what to do with the feedback once it has been collected. This is described more fully in the section on dealing with problematic feedback stuff on pages 41-43.

7. Participants may need more guidance with what should be included in the write-up and how to analyze the results.

8. Trainers may also wish to use the Teaching Goals Inventory (TGI) with the participants. It may be helpful to have participants do this as an activity prior to coming to the second workshop or before they come to the initial training. It may be done as part of the training but if this is the case, approximately 45 minutes needs to be set aside to do and discuss the outcomes of this activity.

9. If reading assignments have been given, time must be allocated to discuss them.

10. All training sessions should end with an evaluation and begin with a report on the last evaluation. Leaders should model the technique of reporting feedback to the trainees and responding to the feedback.

ENCOURAGING TEACHER PARTICIPATION ONCE RECRUITED

From the beginning of training, the faculty leader should foster an atmosphere of mutual respect and comfort in the sessions. Coffee, juices and healthy snacks should be included to nurture the participants. Thought should be given to holding the sessions in a room which provides a relaxing atmosphere.

The faculty leader should quickly establish an atmosphere of safety in the room. Confidentiality should be ensured. This should be a place where teachers can talk freely about their classroom successes and failures. The sessions often begin with the sharing of success stories. Small group work and partnering should be encouraged. Because the faculty mix will include all disciplines and both full- and part-time faculty, a wide range of experiences will be discussed. It is important that the leader encourage people to work with those faculty whom they have never met before.

Because the faculty leader soon becomes privy to both positive and negative information about his or her colleagues, the leader must be able to exemplify positive experiences and reframe negative behaviors into learning experiences for the group. A trainer must also be able to support a member who has received inappropriate or hurtful feedback. The faculty leaders must assure the group that what takes place during the sessions does not leave the group.

As the group meets, relationships between members begin to form. It is not unusual for members to remember each others dilemmas and ask about previously discussed problems or particular students. When the sessions are conducted properly, they should provide a haven for fruitful and honest discussion about teaching.

In addition, the trainer should send out frequent memos to maintain contact with the faculty involved in the project. The trainer reminds the participants that s/he is there to assist them if they need help to create an appropriate assessment or analyze feedback.

Another method of obtaining teacher buy-in and of acknowledging those who have participated in the project is to honor all those who have participated. This could be done at a Board meeting or any whole-college or all-staff meeting, such as flex or convocation days. The project should be highlighted whenever possible and certificates of appreciation from the Office of Instruction are a good way to recognize those who have participated in this worthwhile project.

An additional way to obtain teacher buy-in and to make participants feel that they have participated in something special is to have buttons, mugs or tee shirts made that indicate in some way that these faculty members are part of the Classroom Assessment group. A regular brown-bag luncheon encourages continuance of the networking and collegiality begun at Classroom Assessment workshops and provides an open invitation for new faculty members to join the "club."

The trainer should keep on file a resource library of Classroom Assessment materials, sample project reports and articles and make them available to participants.

The phone number list of trained faculty in California should be circulated so that trainees can network with peers from their own disciplines.

Once a college has an established program, instructors who have been trained can be paired up with a faculty member from their own department who is beginning the training. This would enable each instructor to have a "mentor" to give feedback on ideas for assessments with someone who knows the subject matter.

It is clear that the trainer sets the tone for all the workshops. Any interaction must be conducted in a warm and trusting fashion. Directing the workshops in this manner should result in maximum teacher participation.

There will always be those instructors who come once and don't return or who never come at all. By keeping the program a high-profile activity at your institution, and continuing to showcase its positive results, those instructors who feel that students have no input to the teaching process may eventually be won over. Research statistics indicating an increase in retention and improved grade distribution may be the positive persuading factor.

HELPING FACULTY DEAL WITH PROBLEMATIC FEEDBACK
(Or How to deal with inappropriate "stuff")

On occasion it is necessary to solve problems that arise either during training or as a function of doing assessment. Trainees should be encouraged to frame their assessment questions in positive and constructive ways. They should be taught to ask not "How am I doing?" but to formulate questions that focus on knowledge acquisition and process. A better way to ask that question would be "Do you find it more helpful when I accompany my lecture with overhead transparencies or do you prefer that I write on the board?"

Faculty leaders should explain in the early training sessions that trainees may need to take some time to consider their own limits and vulnerabilities with regard to student feedback. The leaders should acknowledge that asking students for feedback requires a fair amount of risk taking behavior. Angelo has given the advice of "don't ask if you don't want to know" and instructors should be guided to carefully phrase questions that will elicit the answers to what they **DO** want to hear. Even with the most careful planning, however, students will often give feedback that takes the instructor by surprise. When this occurs, it is recommended that the faculty hold on to that feedback and respond only at the next session. This will allow the instructor to gain a sense of perspective and build positively upon the information that he or she has received.

Trainers should be prepared to work between training sessions with instructors who have received inappropriate feedback. One such example is as follows. An instructor in the project found that one of her student's goals was to look at her legs. She came to the faculty leaders with the issue to ask how she should respond. She was upset by the feedback and did not wish to respond to it without checking with the trainer. An appropriate response was devised and the instructor then delivered it to the class. The faculty leader was later able to have the whole training group discuss how to handle this situation and others like it.

Classroom Assessment Techniques often underscore the importance of dialogue in the classroom, especially dialogue that can potentially contribute to learning. However, instructors have sometimes reported receiving responses from students that they felt were not appropriate or were beyond the scope of what could be addressed within the classroom situation. Following are four specific examples.

One instructor expressed concern about the usefulness of assessment after a number of his science students reported that the biggest obstacle for achieving success in his course was their worries over child care. He was frustrated that his questions elicited information about which he had no control, and he began to question the usefulness of asking such questions at all. The faculty leader was able to turn this example into a very productive discussion in the training session. The Dean of Students was asked

to join the next session for 20 minutes to give an overview of all the student services on campus that students could be directed to. The science instructor was then given many helpful responses which he passed on to his students.

Angelo gave an example of a woman in one training session who kept asking why he wore a navy blue blazer. When responding to students about their feedback, he would note her question--related to his apparel--as well as all the other student feedback related to subject matter. His noting the question did not mean that he was going to change his way of dressing, but it did acknowledge that the student's question had been heard.

One participant in the Classroom Assessment Project reported being shocked by responses that she received when she asked her vocational nursing class to identify where, when and how they studied. Only one of the forty-five she asked reported studying in the library. Some said they studied in the bathtub, others in their cars. The most frequently reported time of studying identified was between one and three a.m. after household chores were done and children were in bed. One of the ways that the instructor responded to this feedback was to change the kinds of tests she gave. After becoming more aware of student circumstances, she began to give more frequent tests on less material. If her students were to be up all night studying, she need not change any test content, but could change the amount of content students would need to study for each test.

Another reported case was that of an instructor who asked students what was standing in the way of their mastery of her subject matter. One anonymous student wrote that her main problem was with an alcoholic and abusive father. The instructor knew that this student would have to be identified and directed toward help. She handled it by reporting to the class a tallying of what types of problems that had been described and how they might deal with them, and asked to please see anyone who had specifically mentioned parent problems. She did not break confidentiality, but made herself available to provide further resources to the student that she felt was in great need.

In each of the examples, the teachers asked questions they did want to have responses to, but they got responses that were different from what they expected. The responses also seemed to evoke feelings of discomfort, embarrassment, and frustration and perhaps even the judgment that dealing with these feelings is "not my job."

In situations with difficult feedback, the instructor learns to take three steps. S/He hears the student, acknowledges the feedback and then decides how to respond. In the instance of the teacher who was embarrassed by the student's comment about her legs, she heard the question, acknowledged this as a category of student goals that did not relate to subject matter, reported this to the class, and moved on.

In the case of the parental concern about child care in the science class, the concern did relate to students' learning of the subject matter, but was not really within the scope of the class to address. The fact that the instructor acknowledged student concerns and suggested resources initiates a caring process that is relevant to learning by maintaining a dialogue with students.

The faculty leaders should facilitate dialogue on these issues and encourage support by all members of the group. Faculty need models from others who have dealt with these issues and who have made sense of how such issues "fit" into the scope of improving student learning.

As faculty using Classroom Assessments begin to establish dialogue with students, they will need to have ways to respond to what may feel like "inappropriate stuff." "Stuff" that may feel inappropriate may actually be quite appropriate to our hearing as it does eventually relate to students' concerns or preoccupations. Through this dialogue we may potentially enhance student learning and help troubled students, not only in our classrooms, but in the context of their own lives.

CHAPTER FOUR:

ADDENDUM:

USE OF HANDBOOK
USE OF INFONET
SAMPLE CONTRACT FOR FACULTY LEADER(S)
SAMPLE PARTICIPANT CONTRACT
SAMPLE AGENDA FOR FIRST TRAINING SESSION
SAMPLE PACKAGE OF HANDOUTS TO BE INCLUDED IN BINDER
SAMPLE ASSESSMENTS FROM THE DISCIPLINES
CONTACT PHONE NUMBERS
REFERENCES
BIBLIOGRAPHY

USE OF HANDBOOK

The Classroom Assessment text book has come out in a new second edition. The cost of the text is $29.95 per copy plus shipping and handling. It can be ordered directly from the publisher and a 10% discount will be given for orders of 10 books or more. The publisher is Jossey-Bass, at 350 Sansome Street, San Francisco, CA 94104. You may call in an order to (415) 433-1740 or FAX it to (415) 433-0499.

Part One describes how to get started with Classroom Assessment and focuses on the use of the Teaching Goals Inventory. It also gives 12 examples of successful assessment projects.

Part Two gives examples of Classroom Assessment Techniques. It is divided into three sections. The first section gives techniques for assessing a course related to student knowledge. The Classroom Techniques for assessing critical thinking skills, reactive thinking skills, problem solving skills and application and performance skills are presented. The second section gives techniques for assessing learner attitudes. Classroom Assessment Techniques which assess student awareness of values, self awareness and study skills are given. The third section gives techniques to assess learner reaction to instruction; such as, reaction to teachers and teaching, reactions to class activities and assignments and evaluations of exams.

Each assessment in the book is fully described. The book states the specific purpose for using the assessment, offers suggestions for use, gives examples, describes the procedure to follow, discusses how the data is analyzed, suggests ideas for adapting and extending the assessment, presents the pros and cons of each assessment, and concludes with helpful caveats. Additionally, all assessments are rated for ease-of-use.

The book is informative and very easy to use. It provides a ready set of assessments that participants may try in their classrooms. Participants are encouraged to modify, extend and change the assessments or to create new assessments to fit their own needs and subject areas. The book concludes with lessons and insights from the authors and an extensive new reference section and bibliography. The book will remain a helpful resource for instructors for many years to come.

USE OF INFO-NET

Many participants in the Classroom Assessment Project have made use of the Info-Net system as a means of communicating, staying in touch, and sharing information about the model. The Info-Net communication system can be used both between California Community Colleges and between faculty at the same college. It is similar to the university Internet system.

Info-Net is a computer bulletin board operated out of the Modesto Junior College in Modesto, California. It may be accessed from either a DOS system or an Apple/Macintosh system through the use of a Hayes compatible modem and a communications software package. The software most commonly employed by users of DOS systems is PROCOMM, and Apple users have the option of several different communication packages. Once the modem and software are installed on a computer the system is relatively easy to use. It may be necessary to have someone on campus who is computer literate ascertain that the baud settings and the port openings are set correctly to enhance communications. There is no need for a dedicated phone line and any computer that has a modem can dial into the Info-Net system.

Using Info-Net allows instructors to send and receive messages, send and receive documents, and participate in conference meetings. Large groups can be sent the same message, such as a call to the Classroom Assessment meeting or publishing the workshop agenda. Info-Net provides an efficient, quick and relatively inexpensive way to stay in contact with colleagues. There is no cost to the user other than the cost of a phone call to Modesto. The system is on-line 24 hours a day, seven days a week, and the calls can be made during discounted phone rate times. One can also prepare messages in advance and upload them to the Info-Net system to save time while hooked to the phone line.

To establish an account with Info-Net, any California community college employee can log on to the system by calling (209) 577-3081. When the connection with Info-Net comes on line, the system will ask the caller a series of questions, and give clearance to use the system in a limited way. The Info-Net operators will then verify the information provided to them and give clearance to operate the entire system within one week.

Info-Net has many others uses which can be described in correspondence with the systems office at Modesto Junior College. The address is 435 College Avenue, Modesto, CA 95350.

If a school is interested in large or small group training in the operation of the Info-Net system, this can be provided at a nominal cost. For any further information, please call the Info-Net supervisor, Jim Montalbano, at (209) 575-6667.

SAMPLE CONTRACT FOR FACULTY LEADER(S)

The duties and responsibility identified below can be assumed by one faculty member, two faculty members sharing responsibilities equally, or a faculty leader working with an assistant faculty leader. All of these options should also include clerical support.

Areas of duties and responsibilities include the following:

A. Attendance at training workshop given by experts in the Classroom Assessment Model to learn to be facilitators. Practice of model in own classrooms one semester prior to leading project on campus.

B. Lead communication campaign to notify entire college community about Classroom Assessment Program as delineated on pages 24 and 25.

C. Recruit potential participants using activities listed on pages 26-28.

D. Develop workshop session schedule for Classroom Assessment Program trainees as per pages 37 and 38.

E. Work with clerical support to facilitate organization of recruitment, training, and payment of stipends.

F. Conduct workshops using content and training plans on pages 33-38.

G. Prepare a summary document of the year's Classroom Assessment activities for Office of Instruction.

H. Develop "continuation" plans to include (1) follow-up activities and/or gatherings for participants beyond the start-up levels; (2) recruitment and training of on-going faculty leaders; and (3) presentations of information at all formally organized activities such as convocation, instructional excellence days, flex days and orientation sessions for new faculty.

SAMPLE CONTRACT FOR PARTICIPANTS

CONTRACT

CLASSROOM ASSESSMENT TEACHING IMPROVEMENT PROJECT

NAPA VALLEY COLLEGE FACULTY MEMBER _____
DATE _____

This agreement between myself and the Office of Instruction certifies that I will commit to meeting the following objectives:

1. I will attend the introductory workshop that is being held on Tuesday, February 2, 1993, from 1:45 to 4:15 to learn how the project works and how to implement it. Attendance at this workshop is a mandatory part of the project.

2. I will agree to try the Classroom Assessment Techniques in my classroom and report to the project group verbally and in writing on three different techniques used. I will turn in these typewritten reports on the dates asked.

3. I will attend group sessions five more times during the semester, on February 23, March 16, April 6, May 18, and June 9, 1993. All of these workshops will be held on Tuesday afternoons from 2:00-4:00.

4. I will use the textbook as a resource, trying out a variety of the techniques suggested.

5. If these techniques prove useful to me, I will attempt to teach others these techniques and continue to use them in the coming years.

6. In return, I will receive a stipend of $100 from Napa Valley College. These funds will be granted at the end of Spring semester, 1993, upon successful completion of the project.

Signatures

_____
Anita Catlin, Project Leader

_____
Debby Barbose, Co-Leader

_____
Project Participant

SAMPLE FIRST WORKSHOP AGENDA

CLASSROOM ASSESSMENT PROJECT (CAP)

Spring, 1993, Training

Session 1

Agenda

- Background Knowledge Probe
- Goal Matching
- Introductions (One Sentence Summary)
- Orientation to the Project (Hour 1)
  - What is CAP?
    - Discussion of name
    - History of the Project
    - Present State-Wide Project
    - Sierra's Role in the Project
  - What is the difference between classroom assessment and classroom testing?
  - Video on Classroom Assessment from Marin Community College
- Assessment Techniques
  - Goal Matching
  - Background Knowledge Probe
  - Focused Listing
  - Clearest and Muddiest Points
- Obligations and Responsibilities
  - Contracts
  - Schedules to set up feedback sessions for the semester
- Evaluation of Workshop

SAMPLE PACKAGE OF HANDOUTS TO BE INCLUDED IN BINDER
(Handouts are presented in format that also allows for overhead projector use.)

Included in the packet given to trainees during the first session should be:

1. **Participant Contract** and **Agenda** for session
2. A **Background Knowledge Probe** for participants to fill out upon arrival and hand back to the facilitator.
3. A **Goal Matching and Ranking** Exercise which will be completed during the early stages of the workshop.
4. A **One-Sentence Summary** form.
6. A **Focused Listing** form.
7. A form that illustrates **The "Clearest" and "Muddiest" Points.**
8. **Description** of Classroom Assessment
9. **Description** of Classroom Assessment
10. **Definition** of Classroom Assessment
11. **Eight Essential Characteristics of Effective Assessment**
12. **Five Guideline for Successfully Using Classroom Assessment Techniques**
13. **Map of a Classroom Assessment Project Cycle**
14. **Angelo's Seven Axioms of Classroom Assessment**
15. Diagram of **Learner's Seat**
16. **Focused Dialectical Notes**
17. **"The One-Minute Paper"** assessment form
18. Sample **Evaluation** Form for Workshop One
19. Sample **Evaluation** Form for other workshops
20. Sample Worksheet to find compatible meeting times
21. **The Teaching Goals Inventory**
22. Teaching Goals Inventory Follow-Up Worksheet, Self-scorable form.
23. **Report Form** used to write up and analyze the use of a particular classroom assessment technique

A group of articles on Classroom Assessment theory and methodology should be included within the package. Included here are several suggested articles for distribution to trainees.

Angelo, T. A., "Classroom Assessment: Improving Learning Quality Where it Matters Most," New Directions for Teaching and Learning, 42, Jossey-Bass, Inc., Summer, 1990, pp.71-82.

Angelo, T. A., "Ten Easy Pieces: Assessing Higher Learning in Four Dimensions," New Directions for Teaching and Learning, 46, Jossey-Bass, Inc., Summer, 1991, pp. 17-31.

Cross, K. P., "In Search of Zippers," American Association of Higher Education Bulletin, vol. 40, (10), June, 1988, pp. 3-7.

Obler, S., Arnold, V., Sigala, C., and Umbdenstock, L., "Using Cooperative Learning and Classroom Research for Culturally Diverse Students," New Directions for Teaching and Learning, 46, Summer, 1991, pp. 105-116.

Chickering, A. W. and Gamson, Z. F., "Seven Principles for Good Practice in Undergraduate Education," American Association of Higher Education Bulletin, March, 1987, pp. 3-10.

Theobald-Osborne, V., "Understanding and Teaching the Adult Student," The Teaching Newsletter, vol.4,(3), December, 1991, pp. 1-4.

Brinko, K. T., "Visioning Your Course: Questions to Ask as You Design Your Course," The Teaching Professor, February, 1991, pp. 3-4.

Brinko, K. T., "Documenting Excellence in Teaching," The Teaching Professor, October, 1991, pp. 3-4.

BACKGROUND KNOWLEDGE PROBE

Please circle your answers.

Have you ever:

1. Heard of Pat Cross and Tom Angelo? ___ Yes ___ No

2. Attended a workshop on classroom feedback? ___ Yes ___ No

3. Used the textbook called Classroom Assessment Techniques? ___ Yes ___ No

4. Seen a videotape about classroom feedback? ___ Yes ___ No

5. Talked to a colleague about classroom feedback? ___ Yes ___ No

6. Used a classroom feedback technique in any of your classes? ___ Yes ___ No

Goal-Matching & Ranking Exercise

What do you hope to get out of this workshop? Will it address your needs and expectations? This is an assessment exercise designed to help you identify your expectations and share them with the workshop leader. You will also learn what the workshop leaders' goals are, and see how well they match yours.

1. On the lines in the left-hand column below, please list three to five goals you hope to accomplish through participating in this workshop.

Your Goals for the Workshop	Your Rankings	Match-Up?
_____	_____	Yes No
_____	_____	Yes No
_____	_____	Yes No
_____	_____	Yes No
_____	_____	Yes No

2. Now, using the middle column above, rank your goals in terms of their relative importance to you. Make the most important goal #1, the next most important #2, and so on.

3. As you hear the workshop leaders' goals, circle "Yes" in the right-hand column next to each of your goals which matches one of those listed. If you end up with goals that the leader has not mentioned, circle "No" next to them.

4. Prepare to talk about any important goals you have which are not included in the leader's list of workshop goals and/or to ask questions about the workshop goals.

(Adapted from T. A. Angelo -- Phase II Classroom Research Project -- (6/91)

ONE-SENTENCE SUMMARY

DIRECTIONS: *To create a one-sentence summary, first answer all of the questions below in relation to your topic. Then weave your separate answers into one (or two) summary sentences.*

WHO?

DOES/DID/WILL DO WHAT?

TO/FOR WHOM/WHAT?

HOW?

WHEN?

WHERE?

WHY?

T. A. Angelo -- Phase II Classroom Research Project (12/90)

FOCUSED LISTING

List 5 - 7 words or short phrases which define/describe what "Classroom Assessment" means to you:

_____

_____

_____

_____

_____

_____

_____

THE "CLEAREST" AND "MUDDIEST" POINTS*

What was the "clearest" point in today's session? (In other words, what did you understand best?)

_____

_____

_____

What was the "muddiest" point in today's session? (In other words, what was the least clear to you?)

_____

_____

_____

*Adapted from T. A. Angelo -- Phase II Classroom Research Project

Classroom Assessment Is . . .

- Learner-Centered
- Teacher-Directed
- Mutually Beneficial
- Ungraded
- Usually Anonymous
- Quick and Easy to Use
- An Integral Part of Effective Teaching

Angelo -- Phase II Classroom Research Project (12/90)

What *Is* Classroom Assessment?

Classroom Assessment is a simple method for collecting feedback early and often on how well our students are learning what we're teaching.

The purpose of Classroom Assessment is to provide faculty and students with information and insights needed to improve teaching effectiveness and learning quality.

Teachers collect feedback in the classroom using quick and simple techniques.

Students' responses are ungraded and usually anonymous.

Faculty analyze the feedback gleaned from Classroom Assessments and use it to make adjustments in their teaching.

They also share that feedback with students in order to help them improve their learning strategies and study habits.

T. A. Angelo -- Phase II C.R. Project -- 4/91

CLASSROOM ASSESSMENT

A Definition:

Classroom Assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it.

The point is to assess in order to improve the quality of student learning, not to provide evidence for evaluating or grading students.

What can you assess?

--Content Understanding

--Student Attitudes

--Student Study Skills

--Background Knowledge

--Comfort with Pace of Class

--Impediments to Student Learning

Eight Essential Characteristics of Effective Assessment

Effective Assessment . . .

Assesses what is actually taught

Provides information for improving learning

Focuses on the processes as well as on the products of instruction

Actively involves both teachers and students

Uses multiple and varied measures

Is carried out at various points during the term of instruction

Provides useful, timely feedback to those being assessed and those most affected -- the students and teachers

Is an intrinsically educational activity -- one that reinforces and furthers the teaching and learning goals it focuses on

T. A. Angelo -- Phase II Classroom Research Project -- (8/91)

Five Guidelines for Successfully Using Classroom Assessment Techniques

Guideline 1 Don't try any technique that doesn't appeal to your professional intuition and experienced judgment.

Guideline 2 Don't make Classroom Assessment into a self-inflicted chore or burden. Keep it simple and quick.

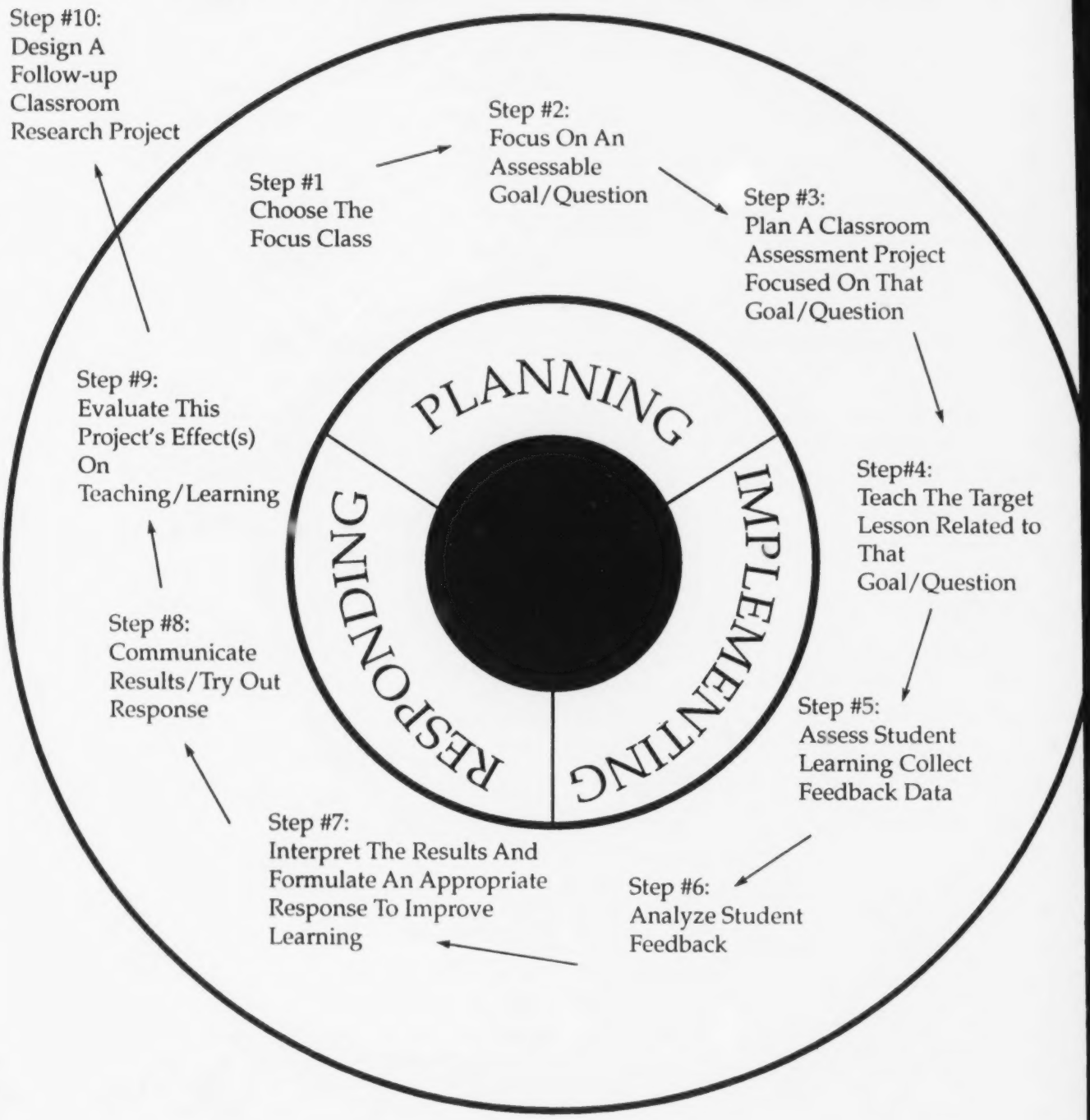
Guideline 3 Don't ask your students to try any technique that you haven't first tried out yourself.

Guideline 4 Do choose techniques that seem likely to provide feedback that will serve as learning and assessment exercises, and that will benefit both you and your students.

Guideline 5 Do take into account that using an assessment technique and analyzing the feedback, particularly the first time, is likely to take at least twice as much time to complete as your original, best estimate allows.

T. A. Angelo -- Phase II Classroom Research Project -- (6/91)

Map of a Classroom Assessment Project Cycle



ANGELO'S SEVEN AXIOMS OF CLASSROOM ASSESSMENT

1. DON'T ASK IF YOU DON'T WANT TO KNOW.

2. DON'T ASK FOR FEEDBACK UNLESS YOU CAN RESPOND TO IT.

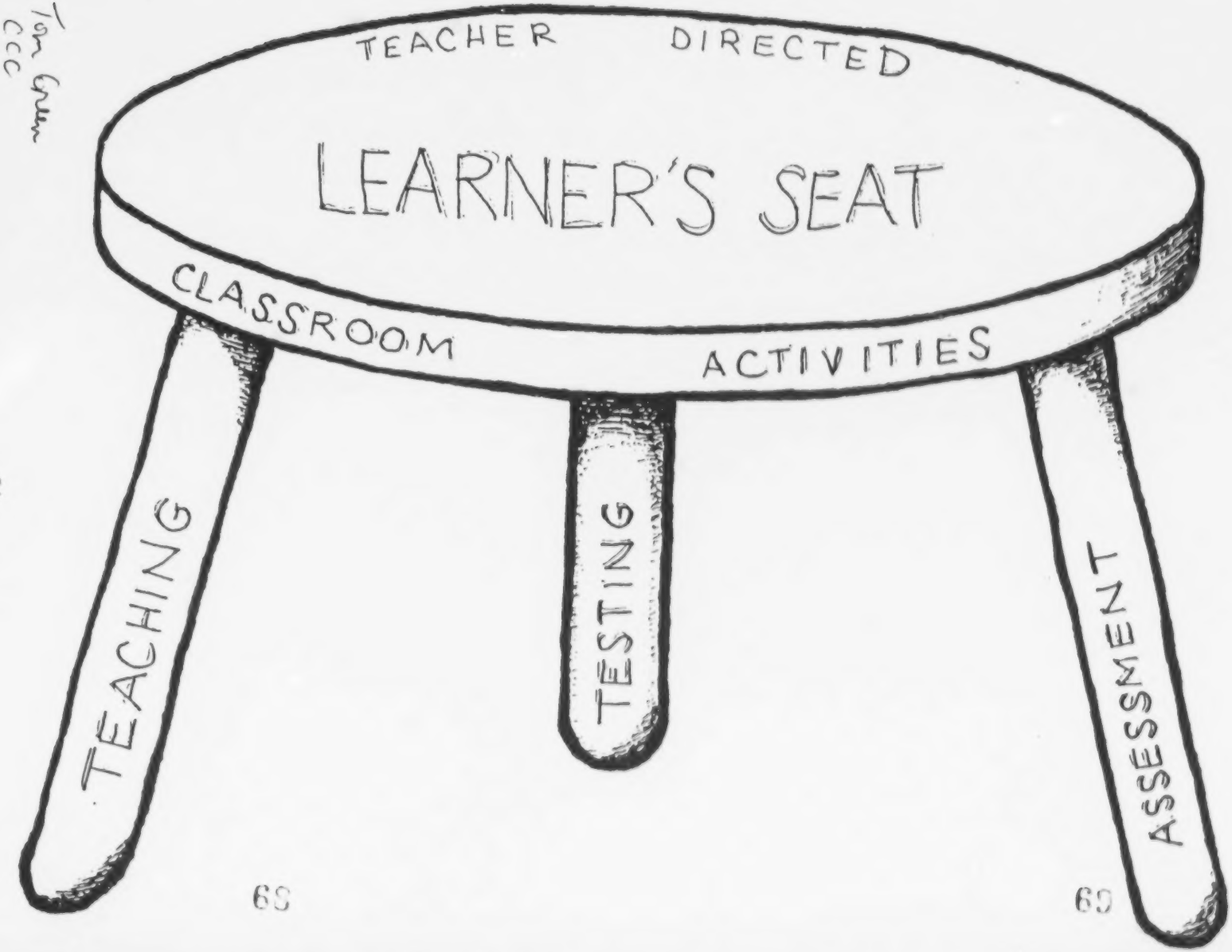
3. DON'T COLLECT MORE DATA THAN YOU CAN EASILY TURN INTO INFORMATION.

4. ASK FIRST WHICH METHOD IS APPROPRIATE TO ANSWER YOUR QUESTIONS; NOT WHICH QUESTIONS ARE APPROPRIATE TO FIT YOUR METHOD.

5. DON'T SIMPLY <u>ADOPT</u> METHODS AND TECHNIQUES FROM OTHERS, <u>ADAPT</u> THEM.

6. IF AN ASSESSMENT IS WORTH DOING, IT'S WORTH TEACHING STUDENTS TO DO WELL.

7. ALWAYS ASK: HOW WILL KNOWING THE ANSWER TO THIS HELP IMPROVE STUDENT LEARNING? (IF YOU CAN'T THINK OF AN ANSWER, ASK YOURSELF IF IT'S WORTH DOING.)



Tom Green
CCC

64

68

69

Focused Dialectical Notes

CATs discussed in the video **My reactions**

The One-Minute Paper

Please answer each question in 1 or 2 sentences:

1. What was the most useful/meaningful thing you learned during this session?

_____

_____

_____

2. What question(s) remain uppermost in your mind as we end this session?

_____

_____

_____

ONE-DAY WORKSHOP GOALS ASSESSMENT

DIRECTIONS: Please use the scale below to indicate the degree to which the workshop achieved the leader's stated goals:

1 = Not at All
2 = To a Small Degree
3 = Adequately
4 = More than Adequately
5 = Extremely Well

1.	To provide an introduction to Classroom Research and Classroom Assessment that prepares you to decide whether this approach is appropriate -- and likely to be useful -- for your classroom;	1 2 3 4 5
2.	To share illustrative examples of successful Classroom Assessment projects carried out by faculty from at least 10 different disciplines;	1 2 3 4 5
3.	To provide you with "hands-on" experience in using at least a half-dozen simple, easily adaptable Classroom Assessment Techniques;	1 2 3 4 5
4.	To share what we've learned from faculty about costs and benefits and guidelines for success based on their experiences;	1 2 3 4 5
5.	To stop periodically to give you time to consider specific ways to adapt and apply these ideas and techniques to your classes;	1 2 3 4 5
6.	To motivate and prepare you to try at least one new Classroom Assessment Technique in one of your classes in the very near future; and	1 2 3 4 5
7.	To provide a focused opportunity to discuss -- albeit briefly -- important teaching and learning issues with colleagues who share your concerns.	1 2 3 4 5

T. A. Angelo -- Phase II Classroom Research Project (12/90)

Mini-Evaluation Classroom Feedback Training #1

January 19, 1993

1. Quality:

1	2	3	4	5
awful	poor	acceptable	good	excellent

2. Usefulness:

1	2	3	4	5
awful	poor	acceptable	good	excellent

3. What did you like best about this session?

4. What did you like least?

5. What did you learn that you can use in your classroom?

CLASSROOM ASSESSMENT PROJECT

PLEASE INDICATE THE HOURS THAT YOU CAN ATTEND A MEETING

Name _____ Office _____ Ext. _____ Semester _____ Year _____

Office Hours _____

DAY	7:00	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00
MON											
TUES											
WED											
THUR											
FRI											

PLEASE RETURN TO THE STAFF DEVELOPMENT OFFICE BY SEPTEMBER 1

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75

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Teaching Goals

Please rate the importance of each of the 52 goals listed below to the course you have selected. Assess each goal in terms of what you deliberately aim to have your students accomplish, rather than in terms of the goal's "general worthiness" or "overall importance to your institution's mission." There are no "right" or "wrong" answers. For each goal, **circle <u>only one</u> response** on the 1 to 5 scale.

In relation to your course, indicate whether each goal is:

(5) ESSENTIAL --	A goal you **always/nearly always** try to achieve;
(4) VERY IMPORTANT --	A goal you **very often** try to achieve;
(3) IMPORTANT --	A goal you **often** try to achieve;
(2) UNIMPORTANT --	A goal you **rarely** try to achieve; or,
(1) NOT APPLICABLE --	A goal you **never** try to achieve.

(You may find it helpful to quickly read through all 52 goals <u>before</u> rating their importance.)

Rate the importance of each goal below in terms of what you aim to have students accomplish in your course.		Essential	Very Important	Important	Unimportant	Not Applicable
1.	Develop ability to apply principles and generalizations to new problems and situations	5	4	3	2	1
2.	Develop analytic skills	5	4	3	2	1
3.	Develop problem-solving skills	5	4	3	2	1
4.	Develop ability to draw reasonable inferences from observations	5	4	3	2	1
5.	Develop ability to synthesize and integrate information and ideas	5	4	3	2	1
6.	Develop ability to think holistically; to see the whole as well as the parts	5	4	3	2	1
7.	Develop ability to think creatively	5	4	3	2	1
8.	Develop ability to distinguish between facts and opinions	5	4	3	2	1
9.	Improve skill at paying attention	5	4	3	2	1
10.	Improve ability to concentrate	5	4	3	2	1
11.	Improve memory skills	5	4	3	2	1
12.	Improve listening skills	5	4	3	2	1

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Rate the importance of each goal below in terms of what you aim to have students accomplish in your course.		Essential	Very Important	Important	Unimportant	Not Applicable
13.	Improve speaking skills	5	4	3	2	1
14.	Improve reading skills	5	4	3	2	1
15.	Improve writing skills	5	4	3	2	1
16.	Develop appropriate study skills, strategies, and habits	5	4	3	2	1
17.	Develop ability to distinguish between facts and opinions	5	4	3	2	1
18.	Learn terms and facts of this subject	5	4	3	2	1
19.	Learn concepts and theories in this subject	5	4	3	2	1
20.	Develop skill in using materials, tools, and/or technology central to this subject	5	4	3	2	1
21.	Learn to understand perspectives and values of this subject	5	4	3	2	1
22.	Prepare for transfer or graduate study	5	4	3	2	1
23.	Learn techniques and methods used to gain new knowledge in this subject	5	4	3	2	1
24.	Learn to evaluate methods and materials in this subject	5	4	3	2	1
25.	Learn to appreciate important contributions to this subject	5	4	3	2	1
26.	Develop an appreciation of the liberal arts and sciences	5	4	3	2	1
27.	Develop an openness to new ideas	5	4	3	2	1

Rate the importance of each goal below in terms of what you aim to have students accomplish in your course.		Essential	Very Important	Important	Unimportant	Not Applicable
28.	Develop an informed concern about contemporary social issues	5	4	3	2	1
29.	Develop a commitment to exercise the rights and responsibilities of citizenship	5	4	3	2	1
30.	Develop a lifelong love of learning	5	4	3	2	1
31.	Develop aesthetic appreciations	5	4	3	2	1
32.	Develop an informed historical perspective	5	4	3	2	1
33.	Develop an informed understanding of the role of science and technology	5	4	3	2	1
34.	Develop an informed appreciation of other cultures	5	4	3	2	1
35.	Develop capacity to make informed ethical choices	5	4	3	2	1
36.	Improve ability to work productively with others	5	4	3	2	1
37.	Develop management skills	5	4	3	2	1
38.	Develop leadership skills	5	4	3	2	1
39.	Develop a commitment to accurate work	5	4	3	2	1
40.	Improve ability to follow directions, instructions, and plans	5	4	3	2	1
41.	Improve ability to organize and use time effectively	5	4	3	2	1

Rate the importance of each goal below in terms of what you aim to have students accomplish in your course.		Essential	Very Important	Important	UnImportant	Not Applicable
42.	Develop a commitment to personal achievement	5	4	3	2	1
43.	Develop ability to perform skillfully	5	4	3	2	1
44.	Cultivate a sense of responsibility for one's own behavior	5	4	3	2	1
45.	Improve self-esteem/self-confidence	5	4	3	2	1
46.	Develop a commitment to one's own values	5	4	3	2	1
47.	Develop ability to distinguish between facts and opinions	5	4	3	2	1
48.	Cultivate emotional health and well-being	5	4	3	2	1
49.	Cultivate physical health and well-being	5	4	3	2	1
50.	Cultivate an active commitment to honesty	5	4	3	2	1
51.	Develop capacity to think for one's self	5	4	3	2	1
52.	Develop capacity to make wise decisions	5	4	3	2	1

COURSE INFORMATION

Please **circle the one response** that most closely describes your course.

53. The **primary purpose** of this course is to:

Fulfill general education/core requirements	1
Fulfill major/concentration requirements	2
Pursue personal interests	3
Strengthen job/career skills	4
Qualify for college-level work	5
Other _____	6

54. The **level at which this course is taught** is primarily:

Sub-collegiate/Remedial	1
Freshman/Sophomore	2
Junior/Senior	3

55. The **number of times you have taught this course:**

1 or 2	1
3 to 10	2
11 to 20	3
21 to 50	4
51 or more	5

56. Your **primary method of teaching this course:**

Lecture	1
Discussion	2
Lecture and Discussion	3
Lab	4
Lecture and Lab	5
Technology (e.g., computers, media)	6
Practicum	7
Self-Paced	8
Seminar	9

57. Your relative **interest in teaching and research:**

Primarily interested in teaching	1
Primarily interested in research	2
Both, but more interested in teaching	3
Both, but more interested in research	4

(Although more than one statement may apply, **please** circle only one.)

Teaching students facts and principles of the subject matter	1
Providing a role model for students	2
Helping students develop higher-order thinking skills	3
Preparing students for jobs/careers	4
Fostering student development and personal growth	5
Helping students develop basic learning skills	6

59. Given your answer to #58 above, how would you characterize the **second most important role you play as teacher**? (Although more than one statement may apply, **please** circle only one.)

Teaching students fact and principles of the subject matter	1
Providing a role model for students	2
Helping students develop higher-order thinking skills	3
Preparing students for jobs/careers	4
Fostering student development and personal growth	5
Helping students develop basic learning skills	6

Teaching Goals Inventory
Follow-Up Worksheet
Self-Scorable Form

1. In all, how many of the 52 teaching goals did you rate as "Essential" (5)? _____

2. How many "Essential" goals did you have in each of the six clusters? _____

Cluster	Goals Included	Number of "Essential Goals" in Each Cluster
A. Higher-Order Thinking Skills	1 - 8	_____
B. Basic Academic & Communication Skills	9 - 17	_____
C. Discipline-Specific Knowledge & Skills	18 - 25	_____
D. Liberal Arts & Academic Values	26 - 35	_____
E. Work and Career Preparation	36 - 43	_____
F. Personal Development	44 - 52	_____

3. Look back over the TGI again, cluster by cluster. From each cluster, choose one important goal that you are confident you are teaching well and that your students are learning successfully. Then, choose another important goal from each cluster. This second goal should be one you are concerned about: One which you think your students are not learning successfully. List these below.

Cluster	Goal Being Successfully Taught/Learned	Goal You Are Concerned About
A. Higher-Order Thinking Skills (1-8)	_____	_____
B. Basic Academic & Communication Skills (9-17)	_____	_____
C. Discipline-Specific Knowledge & Skills (18-25)	_____	_____
D. Liberal Arts & Academic Values (26-35)	_____	_____
E. Work & Career Preparation (36-43)	_____	_____
F. Personal Development (44-52)	_____	_____

U. C. Berkeley Classroom Research Project (2/90)

SAMPLE SUMMARY OF REPORT FORM CLASSROOM ASSESSMENT PROJECT

Summary of Classroom Assessment Project

Name:

College:

Class:

Number of Students:

Date of Exercise:

Topic Covered on Date of Exercise:

1. What "assessable" question(s) are you trying to answer?

2. What specific techniques or instruments did you use to collect data?

3. How did you present the activity to students? Was it integrated into class, given during a break, taken home as homework, etc.?

4. How did you collect feedback?

5. Analysis and interpretation of student feedback:

6. Evaluation of the effect of the results on your teaching and on student learning:

7. Discuss any observations or feelings you had before, during, and after administering the assessment tool:

8. Discuss any responses, verbal or non-verbal, made by students in response to the assessment process:

9. Additional Comments:

New Directions for Teaching and Learning; no. 42; Summer 1990; Jossey-Bass, Inc. Publishers

CLASSROOM ASSESSMENT: IMPROVING LEARNING QUALITY WHERE IT MATTERS MOST

Thomas A. Angelo

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New Directions for Teaching and Learning; no. 46; Summer 1991; Jossey-Bass, Inc. Publishers

Ten Easy Pieces: Assessing Higher Learning in Four Dimensions

Thomas A. Angelo

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American Association of Higher Education Bulletin; June, 1988; Vol. 40 (10); pp. 3 - 7

IN SEARCH OF ZIPPERS

by K. Patricia Cross

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New Directions for Teaching and Learning; no. 46; Summer 1991; Jossey-Bass Inc. Publishers

Using Cooperative Learning and Classroom Research with Culturally Diverse Students

Susan Obler, Voiza Arnold, Carol Sigala, Linda Umbdenstock

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American Association for Higher Education Bulletin; March, 1987; pp. 3 - 10

SEVEN PRINCIPLES
FOR
GOOD PRACTICE
IN UNDERGRADUATE EDUCATION

by Arthur W. Chickering
and Zelda F. Gamson*

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The Teaching Newsletter; December, 1991; Vol. 4, (3), pp 1-4; California State University, Sacramento

UNDERSTANDING AND TEACHING THE ADULT STUDENT

Virginia Theobald-Osborne
Instructional Designer

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The Teaching Professor; February, 1991; pp. 3 - 4

Visioning Your Course: Questions to Ask as You Design Your Course

by Kathleen T. Brinko, Appalachian State University

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The Teaching Professor; October, 1991; pp 3 - 4

Documenting Excellence in Teaching

K. T. Brinko

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SAMPLE ASSESSMENTS FROM THE DISCIPLINES

Enclosed are eleven examples of how instructors from various disciplines used the classroom assessment techniques to their advantage, and wrote them up in order to share with others.

REPORT FORM CLASSROOM ASSESSMENT PROJECT

Summary of Classroom Assessment Project

Name: Jim Glidden

College: Merced College

Class: Agricultural Equipment Repair

Number of Students: 20

Date of Exercise: April 17, 1993

Topic Covered on Date of Exercise: Overall View of Course

1. What "assessable" question(s) are you trying to answer?

   What was the writing level of students in my vocational class?

2. What specific techniques or instruments did you use to collect data?

   Asked students to answer the question "From a peer point of view, what advice would you give to a student entering this class?"

3. How did you present the activity to students? Was it integrated into class, given during a break, taken home as homework, etc.?

   An in-class project for no credit with the statement that I was interested in how well the students could express themselves in writing.

4. How did you collect feedback?

   Students used one sheet of their own paper.

5. Analysis and interpretation of student feedback:

   Advice of students to other students was interesting and appropriate. I was really interested in seeing if students would tell others that written communications was part of the course, and I was very interested in seeing the level of my students' writing.

   Students indicated that it was not necessary to write in their discipline. The exercise was used as a basis for discussion in the next lecture session.

6. Evaluation of the effect of the results on your teaching and on student learning:

   I realized that I should hold a discussion, possibly with prospective employer input, on the needs for effective writing skills.

7. Discuss any observations or feelings you had before, during, and after administering the assessment tool:

   Before this exercise, I felt that there was a deficiency in writing performance. This was fortified by the results of the student feedback.

8. Discuss any responses, verbal or non-verbal, made by students in response to the assessment process:

   Students expressed that they understand better my concern for them to improve writing skills.

9. Additional Comments:

   For the most part, the younger students that are right out of high school did not have good writing skills. They seem not to be taught the importance of this proficiency in high school. I need to involve our campus writing lab and maybe someone from the English department to help my students out.

REPORT FORM CLASSROOM ASSESSMENT PROJECT
Summary of Classroom Assessment Project

Name: Katherine McLain

College: Cosumnes River College

Class: Math 51 (Algebra 1)

Number of Students: 30

Date of Exercise: August 28, 1991

Topic Covered on Date of Exercise: Goals of the Course

1. What "assessable" question(s) are you trying to answer?

   I wanted to assess the attitudes of the student attitudes coming into Algebra 1.

2. What specific techniques or instruments did you use to collect data?

   I distributed a full page questionnaire to them at the last ten minutes of the first class. The questionnaire asked:

   In this class I want to learn:
   expect to learn:
   hope:
   fear:

3. How did you present the activity to students? Was it integrated into class, given during a break, taken home as homework, etc.?

   I explained that I was involved in a project and was interested in really knowing the class as soon as possible so that we could establish a good positive working relationship.

4. How did you collect feedback?

   Students turned in the forms as they left class that day.

5. Analysis and interpretation of student feedback:

   I learned that virtually all of the class felt that they wanted to really understand algebra--not just be able to do it. All students expressed a serious intent and

purpose about the class (This surprised me since the average age in the class is probably 19.) Most students expressed the desire to become more comfortable with mathematics. The students' main fears centered on getting behind, then giving up or failing.

After reading the assignments, I realized that what appeared to me during the first class period as a "bad attitude" was really an expression of their general anxiety and fear of repeating their past. I also learned that we had important common goals--understanding and confidence.

6. Evaluation of the effect of the results on your teaching and on student learning:

I approached the class with a much more positive attitude after having read the results.

7. Discuss any observations or feelings you had before, during, and after administering the assessment tool:

It was beneficial to be able to have the classroom owned goals of understanding and confidence.

8. Additional Comments:

I will assess them periodically during the semester as to their confidence and understanding--not just their performance.

REPORT FORM CLASSROOM ASSESSMENT PROJECT
Summary of Classroom Assessment Project

Name: Vince Piro

College: Merced College

Class: English 84 (Basic Writing)

Number of Students: 30

Date of Exercise: August 26, 1991

Topic Covered on Date of Exercise: Brainstorming and Listing

1. What "assessable" question(s) are you trying to answer?

   Will my students be able to see the practical applications of brainstorming; that is, will they be able to see applications for brainstorming outside of class?

2. What specific techniques or instruments did you use to collect data?

   Application Cards (A CAT from the Cross/Angelo Handbook)

3. How did you present the activity to students? Was it integrated into class, given during a break, taken home as homework, etc.?

   After I modeled brainstorming/listing and after the students completed their own brainstorm list, I asked the students to form groups and to answer the following question together on a piece of binder paper: "When can we use brainstorming/listing in other classes or in our lives?"

   I started the list to illustrate what my question was asking. I wrote down 1) shopping list 2) before writing a letter.

4. How did you collect feedback?

   I walked around class as the students were discussing and writing down their answers, informally gathering information.

   I then collected their "application cards."

5. Analysis and interpretation of student feedback:

This is a very low level class and many of the ESL students struggle to understand the concepts and directions of the class. I expected that they would struggle to make practical applications of this new skill. However, I was pleasantly surprised. They came up with applications that I had not thought of: "a list of parts needed to repair a car," "a list of names to send invitations to," "list of vocabulary words to study," "list of supplies for art class," "list of topics for an essay."

Students, when given a chance, can make "connections" between what they learn in class to outside of class, from English class to other classes and the "real world."

The mini lesson/modeling/practice of listing, the lesson, was clear and understood by the class as a whole, since students were able to apply the new skill/technique to other areas (level 3 thinking in Bloom's taxonomy).

6. Evaluation of the effect of the results on your teaching and on student learning:

The feedback, which I considered positive, validated my suspicions that modeling is an effective teaching technique.

7. Discuss any responses, verbal or non-verbal, made by students in response to the assessment process:

Students seemed to enjoy the assignment, especially the group work aspect of it: they responded enthusiastically to the assignment, each group discussing loudly the practical applications of listing.

8. Additional Comments:

Possibly the results would not have been as good if the students had been asked to complete the Application Cards alone. Weaker students may have relied on stronger students for answer.

I will try this technique throughout the semester, giving students a chance to "make connections."

REPORT FORM CLASSROOM ASSESSMENT PROJECT
Summary of Classroom Assessment Project

Name: Barry Bussewitz

College: Napa College

Class: Child Development

Number of Students: 18

Date of Exercise: May 27, 1992

Topic Covered on Date of Exercise: Language Development in the School Age Years

1. What "assessable" question(s) are you trying to answer?

   Am I being effective in communicating key ideas about this topic? Are students engaging in critical thinking about the topic? Is there anything I don't know about that would be helpful for me, in terms of what's going on for the students?

2. What specific techniques or instruments did you use to collect data?

   Chain Note (Found in the Cross/Angelo text). I gave each student a 3x5 card and passed around a large envelope with the question "What are you learning or thinking about right now?" The instructions were to write a response on their card when they got the envelope, put it in, and pass it on to the next student.

3. How did you present the activity to students? Was it integrated into class, given during a break, taken home as homework, etc.?

   I explained it at the beginning of the class when I was previewing the agenda for that class meeting. After I had begun presenting the main topic for the day, I gave the envelope to the first student.

4. How did you collect feedback?

   The last student on the other side of the room gave it to me when she completed her card. I reviewed them during the break.

5. Analysis and interpretation of student feedback:

Of the 18 cards received, 15 reported dealing with the topic information, usually with a specific bit of information keyed into the subject. For example, one student wrote s/he was wondering how children learn through the whole language approach; another wrote the ways she was realizing children learn through this approach. One card reported that the student was concerned about an upcoming operation, one about her grade in the class, and another contained an interesting comment about the instructor.

A major finding for me was that the students were indeed appropriately and sufficiently tuned into the subject matter. I perceived and believed that they were, but I like to check on my perceptions and assumptions. I like to know as surely as I can that a particular class is working for each and every student, to my satisfaction (and theirs). I feel that this Chain Note provided a simple way for me to get a sense of what was going on for the class in general, and for any particular student to raise a concern. The personal information offered on two or three cards gave useful information for follow-up in maintaining rapport and will allow me to help those students whose worries are standing in the way of their learning.

6. Evaluation of the effect of the results on your teaching and on student learning:

One of the things I liked a lot was that the notes gave me a way to repeat ideas and provide reinforcement after the break, using material raised by students themselves on the cards. The class expressed interest in what others had written, so this was a mutually satisfying practice. One student even added to her/his card, "Thank you for asking." An important overall benefit was that I have 18 easy-to-read bits of information that took very little class time to elicit, and will enrich my personal sense of the students and of how the presentation worked for them.

7. Additional Comments:

I think I'll keep Chain Notes as a regular feedback method. It's simple and flexible. It offers students a chance to say anything they want to. I like the gratuitous personal information I get about people in the class. And I can try varying the questions to probe any areas of interest or concern for me.

When I read several of the cards to the class, they wanted to hear more. I wish I had stated at the beginning that I would read some to the class, because I had not gotten their agreement to do that.

REPORT FORM CLASSROOM ASSESSMENT PROJECT
Summary of Classroom Assessment Project

Name: Helen Fragiadakis

College: Contra Costa College

Class: Advanced ESL Listening/Speaking

Number of Students: 15

Date of Exercise: November 7 and November 12, 1991

Topic Covered on Date of Exercise: Cross-Cultural Differences

1. What "assessable" question(s) are you trying to answer?

   We were studying cross-cultural differences, and on these days I invited some native-born American students to visit my ESL class for the purpose of answering questions about politeness and male/female roles.

   The question I wanted answered was: Do the American students enjoy talking about these subjects with ESL students, what do they focus on, and what would they like to talk about in the future?

2. What specific techniques or instruments did you use to collect data?

   One-Minute Paper (A technique from the Cross/Angelo handbook).

   In the paper I asked both the American born guests and my students to answer was "What was the most important thing that you learned today? What questions do you still have?"

3. How did you present the activity to students? Was it integrated into class, given during a break, taken home as homework, etc.?

   After spending almost the entire class in small groups, the American visitors and my ESL students did the one-minute paper. I asked the visitors to write the word "visitor" on their cards so that I would be able to distinguish their responses from the responses from the responses of my own students.

4. How did you collect feedback?

   I collected the cards and typed up the responses of the visitors.

5. Analysis and interpretation of student feedback:

The responses of the visitors were very enthusiastic. I wasn't surprised because it was clear that everyone in the small groups wanted to continue talking when I had to stop them.

I was surprised at the quality of the English of the native speakers. After teaching non-native speakers for so long, I had assumed that native speakers had good control of grammar.

I found that students discussed a wide range of topics--smokers, strangers, family responsibilities. In their responses to the question, "What questions do you still have?" the visitors listed many specific questions related to family, children, teenagers, the elderly, general male/female roles.

First of all, I have the impression that these visitors would return if invited. I'd like to invite them again, but I know that finals are coming and things are busy for them.

The visitors seem to be very interested in cross-cultural issues, and interested in getting first hand info from the ESL students. This is great to see, but shouldn't be surprising because they volunteered to visit our class.

6. Evaluation of the effect of the results on your teaching and on student learning:

I had been a bit nervous about having visitors in my class. Those who came were to get extra credit in their speech class, and I was relieved to find that they were all sincerely interested. I will be sure to continue this kind of exchange, and hope that someday other instructors will ask my students to visit their classes.

7. Additional Comments:

Examples of responses were:
"The most interesting thing I learned was that in Hong Kong schools, the goal is to get kids ready to start business in the world."

"I learned that most cultures have changed through the years, the cultures of our grandparents are not the culture of our generation. Most of the differences that once were, are no longer practiced."

"In India, it's male dominance like in Vietnam. I think it's better here because we should give each person a right to his/her life."

"I learned that they take care of their elders--different than the U.S."

"I'd like to learn more about the one-child law in China."

"I'd like to know more about Mexican culture. We have so many people coming from Mexico, I think we, as people living in the U.S. should understand better the culture of these people so we can understand them better."

REPORT FORM CLASSROOM ASSESSMENT PROJECT
Summary of Classroom Assessment Project

Name: Thomas M. Green

College: Contra Costa College

Class: Math 170 (Finite Math)

Number of Students: 14

Date of Exercise: April 27, 1992

Topic Covered on Date of Exercise: Conditional Probability

1. What "assessable" question(s) are you trying to answer?

   How does the student see himself or herself in relation to their performance in this class?

2. What specific techniques or instruments did you use to collect data?

   I used the attached "train cartoon" analogy.

3. How did you present the activity to students? Was it integrated into class, given during a break, taken home as homework, etc.?

   This assessment was presented just before the end of the class.

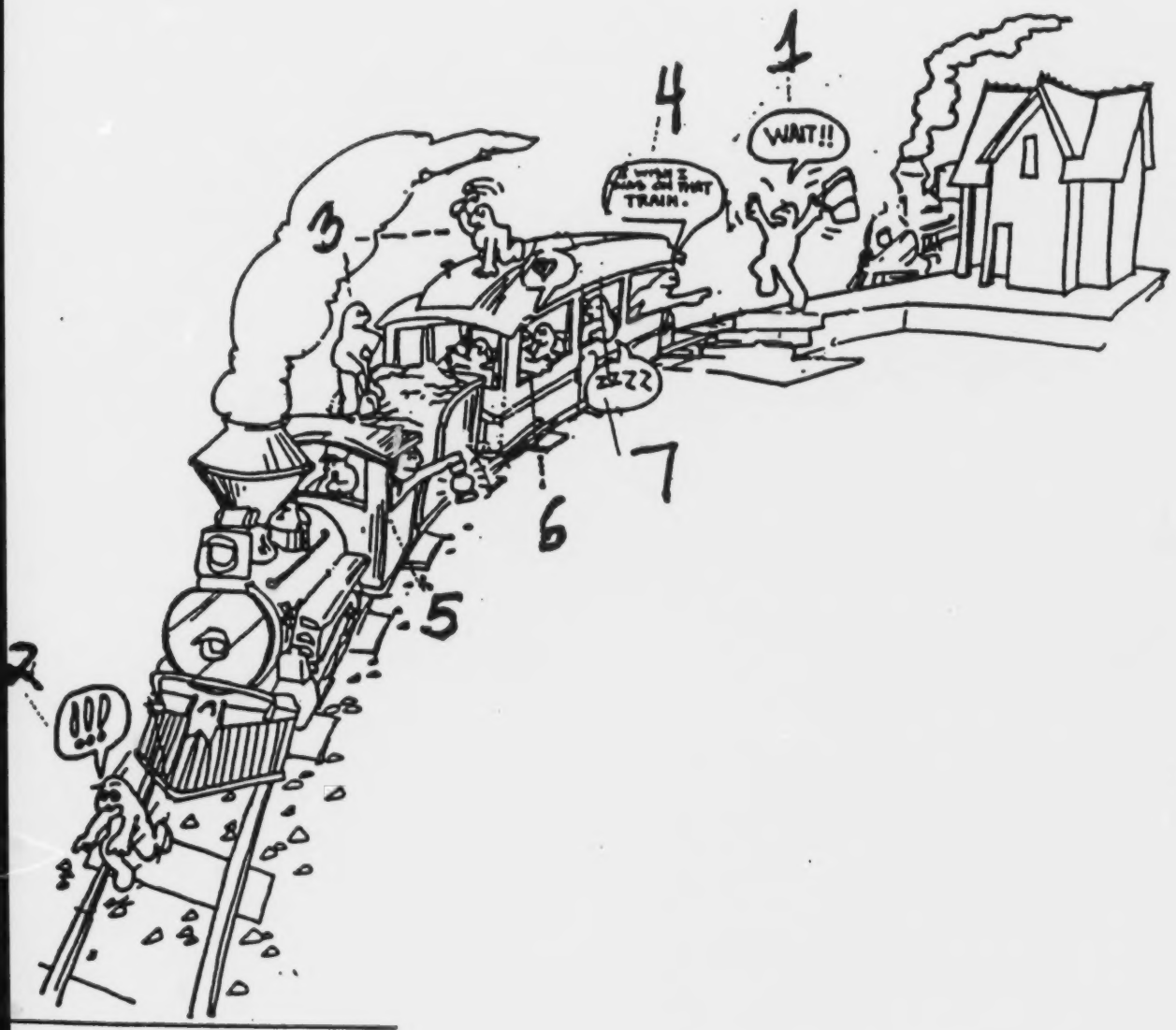
4. How did you collect feedback?

   Students responded (anonymously) on a prepared piece of paper containing a drawing of the train cartoon. Students left their papers on the table as they left class. I was on the other side of the room.

5. Analysis and interpretation of student feedback:

   Most of the students identified with number 3. No one identified with numbers 1, 2, and 4.

   I view number 3 as an indication of working on the course and an interest in doing well in the course. I was relieved that no one wished to be on "another train" (number 4). One response, in addition to identifying with the cartoon characters, was that the course was "hard work, but worth it" and that "this is the first math course that I enjoy going to."



Thomas M. Green
Contra Costa College

6. Evaluation of the effect of the results on your teaching and on student learning:

My impression is that the course is going well and that this assessment seems to confirm it.

7. Discuss any responses, verbal or non-verbal, made by students in response to the assessment process:

Students seem to appreciate the chance to provide feedback. This assessment amused most students. One student wanted an extra copy to use at work.

REPORT FORM CLASSROOM ASSESSMENT PROJECT
Summary of Classroom Assessment Project

Name: Jill Mayer

College: Merced College

Class: Basic Investigations (Criminal Justice)

Number of Students: 24

Date of Exercise: September 20, 1991

Topic Covered on Date of Exercise:

I was returning two separate assignments which the majority of the students had not turned in or had not completed in compliance with the directions given.

1. What "assessable" question(s) are you trying to answer?

   What did students who were successful in completing the assignments do in preparation for completing the assignments?

2. What specific techniques or instruments did you use to collect data?

   Focused Listing (a technique from the Cross/Angelo handbook)

3. How did you present the activity to students? Was it integrated into class, given during a break, taken home as homework, etc.?

   I returned the assignment which had been assigned as individual work to each person who had submitted the assignment. I allowed the students to examine their own work confidentially. I then asked the students to sit together in the same groups as they had been assigned previously for a group activity in an earlier class. I asked the students to make a list of all the preparatory activities anyone in the group had done to ready themselves for the assignment.

4. How did you collect feedback?

   After the groups completed their lists I asked a spokesperson for each group to share the list their group had compiled. I wrote the items named on the chalk board and indicated the number of times an activity was duplicated. After the lists were compiled I led the class on a focussed discussion of study habits.

5. Analysis and interpretation of student feedback:

Collectively the class compiled a broad list of activities which if used by an individual student could result in successful assignment completion.

The students appeared to have gained some recognition of the fact that preparation and study have direct impact upon academic success.

6. Evaluation of the effect of the results on your teaching and on student learning:

I am hopeful that learning took place and that the understanding will generalize to future assignments.

A follow-up assignment will have to be made regarding whether the students have integrated the information and are using it.

7. Discuss any observations or feelings you had before, during, and after administering the assessment tool:

Prior to having this technique suggested as a tool for student learning, I was angry with the students for their carelessness, lack of preparation and lack of following directions. Focusing upon this technique enabled me to let go of my anger and return to my primary goal--teaching under-prepared students. During the assessment process I felt a sense of joining with the class.

8. Discuss any responses, verbal or non-verbal, made by students in response to the assessment process:

One student said, "I forgot my handout when I went to the library and I tried to do it from memory. If I had used the handout I would not be having to do it over again now."

REPORT FORM CLASSROOM ASSESSMENT PROJECT
Summary of Classroom Assessment Project

Name: Anita Catlin

College: Napa Valley College

Class: Vocational Nursing

Number of Students: 45

Date of Exercise: February 1991

Topic Covered on Date of Exercise:

The topic was the Nursing Process. This is the key material that explains what it actually is that a nurse does and the components of the process. I had done the lectures, and clarified, and was now trying to give an assignment. There is a form that the students were to fill out by doing the nursing process on a partner. Class time was allocated to doing the assessment, and I was trying to explain how to write it up. After I had repeated myself for about the fifth time and the faces were still blank, I decided that I had a problem!

1. What "assessable" question(s) are you trying to answer?

   I could see that the students were still not understanding what I believed to be fairly simple and straight forward directions. I forced myself to take a thirty second "time-out" and quickly think of an assessment technique that would help me connect to the students. The exact question that I wanted answered was "What is the assignment that you have been assigned to do?"

2. What specific techniques or instruments did you use to collect data?

   I used the one sentence summary in the classical form. I had one student write on the blackboard in big letters WHO, WHAT, WHEN, WHERE, HOW, and WHY. I told the class that I could see that this assignment was really confusing them, and that we would work on clarifying it together. I then asked the class to fill in the blanks on the blackboard and really stood back out of their way and let them work it out.

3. How did you present the activity to students? Was it integrated into class, given during a break, taken home as homework, etc.?

   As described, I stopped the class and used the blackboard. The students themselves did the exercise and I watched.

4. How did you collect feedback?

The students wrote their answers on the blackboard. They wrote collectively at first, and then individually if they had something more to offer. I must say that the exercise went very slowly, and that the students struggled to conceptualize what their assignment was. The Nursing Process was NOT something that they understood.

5. Analysis and interpretation of student feedback:

The feedback was indeed a surprise to me. When I saw the students literally agonizing over what the assignment was, I realized that they truly did not have mastery over the material. It took them a long time to identify the components that summarize the one sentence summary. There were parts that they were confused about, such as where to do it, and why to do it. The initial answer to WHY: was "because Mrs. Catlin wants us to." It took a little time of me just being quiet for them to evolve to "because this is the basis of nursing practice and is a skill we must master."

6. Evaluation of the effect of the results on your teaching and on student learning:

This was an excellent way to use the CAT process to solve problems in the classroom. I must say that after the week went by and students reviewed and clarified with me, when I did receive the papers they were outstanding.

7. Discuss any observations or feelings you had before, during, and after administering the assessment tool:

It was easy to see that students had not mastered the material that would enable them to do my proposed assignment. I immediately extended the due date by another week. I offered some time and ways to clarify the process, such as book loans or review sessions in my office.

8. Additional Comments:

I have since used the WHO, WHAT, WHERE, WHEN, etc. with the group and each time it works very well. It is an excellent way to teach students to summarize important points. I have found that when I just say "Summarize the one thing you learned" or something like that, that these students don't know how to do that yet. This is a new group and many have never been to college before. I think we will work on critical thinking skills as we go along. My goal is that they will learn how to summarize by the end of the semester.

REPORT FORM CLASSROOM ASSESSMENT PROJECT
Summary of Classroom Assessment Project

Name: Joan Murray Naake

College: Cosumnes River College

Class: English 255/256

Number of Students: 40

Date of Exercise: Summer 1991

Topic Covered on Date of Exercise: Writing Assignments

1. What "assessable" question(s) are you trying to answer?

   I wanted to see if students in this class (40 students who read between the 4th and 8th grade level and were particularly unruly) understood what it takes to be a successful college student. I felt that this knowledge was necessary before any subject matter learning about writing could take place.

2. What specific techniques or instruments did you use to collect data?

   I used Focused Listening--Technique #1

3. How did you present the activity to students? Was it integrated into class, given during a break, taken home as homework, etc.?

   I asked students to write for 15 minutes in their journal about what makes a successful college student. I had given this topic out the day before, so they had time to think about it. Then I asked students to review what they had written in their journal and make a list on a 3x5 card of the qualities of a successful college student. Then I asked them to fill out another 3x5 card placing these qualities in rank order.

4. Analysis and interpretation of student feedback:

   The majority of students ranked a positive attitude--willingness to learn, determination, and wanting to be successful--first.

   Second, they ranked action: study hard, do homework, concentrate, work hard, and apply oneself.

Third, they ranked organization and time management.

Fourth, they ranked attendance.

(Interestingly, having goals was only mentioned by one student.)

When I presented the results to them, they filled out another 3x5 card indicating whether they agreed or disagreed with the above findings. Without exception, they agreed--most mentioning it was only common sense. Some however, disagreed with the rank order slightly.

Since many ranked studying hard and using time wisely as second and third qualities and since I have observed that they do not use their time wisely and do not apply themselves as well as they could, I believe they need a structure which will enable them to accomplish these goals.

5. Evaluation of the effect of the results on your teaching and on student learning:

I have incorporated even more structure into this already structured program, and it seems to be working. I am also making a point of congratulating them on any success they are having in class, and I speak to as many individuals about their individual success as I can. It appears to be working; they are being successful, and they are proud of this success.

6. Additional Comments:

At the end of the semester, I plan to assess whether or not the tightened structure enabled them or confined them. I will use the 3x5 index cards.

REPORT FORM CLASSROOM ASSESSMENT PROJECT
Summary of Classroom Assessment Project

Name: Richard Donohoe

College: Napa Valley College

Class: History 121

Number of Students: 50

Date of Exercise: January 14, 1992

Topic Covered on Date of Exercise: "Teaching History"

1. What "assessable" question(s) are you trying to answer?

   As a final survey of this course this semester, I wanted to determine what improvements the students might suggest for future history classes.

2. What specific techniques or instruments did you use to collect data?

   I handed out 5x7 index cards and asked the class to respond to the following question: "If you were teaching this class, what could/would you do to improve it or make it better?"

3. How did you present the activity to students? Was it integrated into class, given during a break, taken home as homework, etc.?

   I thanked them for their on-going participation in the Classroom Assessment Project, and asked for their help in improving the quality of education here at Napa Valley College.

4. How did you collect feedback?

   Passed out the cards at the end of class.

5. Analysis and interpretation of student feedback:

   Students responded by saying that they would like more tests, the teaching at a quicker pace, to have more class discussion and participation, and more use of media material. A few asked that I try to establish the relevancy of the history to modern times.

6. Evaluation of the effect of the results on your teaching and on student learning:

It is clear that even though this is a large lecture class, they like the group work I have assigned and want more. Also, I need to incorporate more visual aids in my lectures. I need to cover more material and give more frequent tests and quizzes.

7. Discuss any observations or feelings you had before, during, and after administering the assessment tool:

This has been an active and successful class with a high rate of retention. I was a bit surprised that several students wanted more tests. As always I find it rewarding and gratifying to request and act upon student input. It provides them with a sense of ownership in the class, and improves my understanding of their attitudes and reactions to the class. Consequently, I feel I am able to more effectively teach the course.

8. Discuss any responses, verbal or non-verbal, made by students in response to the assessment process:

Most students feel pleased that I am conducting the Classroom Assessment Techniques in this class. Many times, in writing and discussion, students have expressed their appreciation for inclusion in the project. " I think what you are doing by asking these questions is great. None of my other teachers even care what we think. I like your attitude. Thanks."

9. Additional Comments:

While I was already asking for regular feedback in my classes before I joined the Classroom Assessment Project, I have learned some excellent techniques that I might otherwise not have used. For example, I generally relied on oral discussion, but now I see the value of letting everyone have a turn to reply via anonymous written feedback.

REPORT FORM CLASSROOM ASSESSMENT PROJECT
Summary of Classroom Assessment Project

Name: Margaret Brown

College: Butte College

Class: Reading 127

Number of Students: 22

Date of Exercise: Spring 1992

Topic Covered on Date of Exercise: Explaining the Course Goals

1. What "assessable" question(s) are you trying to answer?

   I wanted to know at the very beginning of the class what the students' goals and expectations were, and how they compared to mine.

2. What specific techniques or instruments did you use to collect data?

   Goal Ranking (from the Cross/Angelo Handbook)

3. How did you present the activity to students? Was it integrated into class, given during a break, taken home as homework, etc.?

   Before I distributed the syllabus on the first day, I handed out 3x5 cards and asked the students to list 4 or 5 goals they had for the class. I then handed them the syllabus and I discussed my goals for the class, which were listed on it. Students checked the goals on their cards which matched mine. I explained that I would read their cards and share the results at the next class session, and that I would be open to their suggestions as the class developed.

4. Analysis and interpretation of student feedback:

   There were 22 responses. Twenty stated that they wanted to become better readers. Eleven mentioned vocabulary development, seven said that they wanted to learn to read for enjoyment, and ten wanted to increase their speed. A group wanted to take the class to become more proficient in English language skills.

What surprised me was the number who wanted to increase speed, as I had never incorporated speed techniques in the class (this was included in the next level class).

Most students had the same goals as I did, however, I found three students who thought they had registered for a different class and were surprised at the goals of this class. I was glad to clear this up right at the beginning.

5. Evaluation of the effect of the results on your teaching and on student learning:

At the beginning of the next session, I shared the results of our survey. Some were surprised to learn that Reading 127 was not the speed reading class, but I told them that I would introduce these techniques and we would practice on a limited basis if the class agreed that this was important. Since the vote was a unanimous "yes," I changed my plans accordingly. Also, since for some of the students becoming more proficient in English was a goal, I planned to structure discussion groups of 3 to 4 students so that no more than one ESL student was part of a group. Finally, I became resensitized to the need to build confidence in my students as readers.

6. Additional Comments:

I will continually re-examine the student's goals as the semester progresses. At the end of the class, I will design an evaluation to determine if their goals have been met.

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This section contains a list of selected California faculty members sorted by college who have been trained in Classroom Assessment under the auspices of the 1989-1992 LARC-FIPSE or the 1991-1992 FII Classroom Assessment grants. Names, schools, addresses, phones and disciplines are included here. Colleges are listed in alphabetical order.

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Information Management

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Reading

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Level)

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(College Level)

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Philosophy

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History

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DSPS

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Journalism (College Level)

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Physical Eduction

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Speech

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SHAW, ROBERT
Evergreen Valley College
3095 Yerba Buena Rd
San Jose, CA 95135
Office: 408-274-7900 Home:
Music

SHELDON, JUNE
Evergreen Valley College
3095 Yerba Buena Rd
San Jose, CA 95135
Office: 408-274-7900 Home:

SLOAN, SHIRLEY
Evergreen Valley College
3095 Yerba Buena Rd
San Jose, CA 95135
Office: 408-274-7900 Home:
Reading

STEIN, MS MARY
Evergreen Valley College
3095 Yerba Buena Rd
San Jose, CA 95135
Office: 408-274-7900 x6569 Home:
English: Literature, Composition, Journalism (College Level)

STOCKDALE, RICHARD
Evergreen Valley College
3095 Yerba Buena Rd
San Jose, CA 95135
Office: 408-274-7900 Home:
Marine Tech

SUTHERLAND, MS JEAN L
Evergreen Valley College
3095 Yerba Buena Rd
San Jose, CA 95135
Office: 408-274-7900 Home:
Mathematics

TALBOTT, EARL
Evergreen Valley College
3095 Yerba Buena Rd
San Jose, CA 95135
Office: 408-274-7900 Home:
Industrial Tech

WALKER, BILL
Evergreen Valley College
3095 Yerba Buena Rd
San Jose, CA 95135
Office: 408-274-7900 Home:
Engineering

WARNER, MR STERLING
Evergreen Valley College
3095 Yerba Buena Rd
San Jose, CA 95135
Office: 408-274-7900 Home:
English: Literature, Composition, Journalism
(College Level)

ADAMS, KATHERINE
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7226 Home:
Counseling/Guidance/Orientation/Careers

ANDREWS, MS DIANE
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 408-296-4619 Home:
ESL

ANDREWS, DIANNE
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Language Arts

ARCA, MS ROSEMARY
Foothill College
12345 El Monte Rd
Los Altos, CA 94022
Office: 415-949-0543 Home:
English: Literature, Composition, Journalism
(College Level)

BARNETT, DR ELYSE
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Social Science
(Sociology/Philosophy/Anthropology/Logic)

BEELEY, ROSEMARIE
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Special Ed

BERGER, JANE
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Language Arts

BROWN, BERNICE
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Dean Staff Development

BUNN, CHRISTINE
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
ESL Resource

CABRAL, BARBARA
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Staff Development

CAMMIN, MS FALK
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7442 Home:
Foreign Languages ESL

CHANG, HORENSIA
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Counseling

CHARLES, RICHARD
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022-4599
Office: 415-949-7228 Home:

DAVIDSON, SID
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Business

EDWARDS, MS SHERYL
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-365-0435 Home:
Mathematics

FLOWERS, MS APRIL
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7542 Home:
ESL

GRZAN, MR. MARK
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7426 Home:
Computing/Computer Information Systems/Computer Science

HACK, SHARON
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Travel Careers

HANSEN, JULIA
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Music

HARVEY, ROBERTA
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-329-8922 Home:
Computing/Computer Information Systems/Computer Science

HAWKINS, MARK
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Language Arts

KLEE, JOHN
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7460 Home:
Foreign Languages

LYDGATE, DIANA
Foothill College
12345 El Monte Rd
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Office: 415-949-7040 Home:
Devel. Studies/Spec. Ed./Learning Skills

LYNN, SANDY
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Mathematics

MACUDANGDANG, MR FORTUNABO
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7216 Home:
Counseling/Guidance/Orientation/Careers

MEDRINOS, ROXANNE
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Librarian

MENENDEZ, NATALIA
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Language Arts

NI, PRESTON
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Language Arts

ROTTY, MS ELAINE
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 x7007 Home:
Physical Education

ROUSE, DR LARRY
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7577 Home:
Psychology/Behavioral Science

SCHEIDING, HERM
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Journalism

SCHRIER, NANCY
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Language Arts

STIETZEL, ERIC
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7777 Home:
Mathematics

THOMAS, DR JEAN
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7284 Home:
Counseling/Guidance/Orientation/Careers

WHEARTY, JIM
Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022
Office: 415-949-7436 Home:
English: Literature, Composition, Journalism (Colleg
Level)

WILLIAMSON, MR JOHN
Foothill College
12345 El Monte Rd
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Office: 415-247-7448 Home:
Music

WOLTERBEEK, MS KIM SILVEIRA
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12345 El Monte Rd
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Office: 415-949-7316 Home:
English: Literature, Composition, Journalism (Colleg
Level)

YOSHIHARA, MS KAREN
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12345 El Monte Rd
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Office: 408-253-6329 Home:
ESL

BUMGARNER (ELTGROTH), MS MARLENE
Gavilan College
5055 Santa Teresa Blvd
Gilroy, CA 94020
Office: 408-848-4805 Home:
Child Development/Early Childhood Education

HALPER, MS LEAH
Gavilan College
5055 Santa Teresa Blvd
Gilroy, CA 95020
Office: 408-848-4846 Home:
English: Literature, Composition, Journalism (College Level)

LEVINE, MR MARK
Gavilan College
5055 Santa Teresa Blvd
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Office: 408-848-4859 Home:
Social Science
(Sociology/Philosophy/Anthropology/Logic)

MCKENNA, MS MARY
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5055 Santa Teresa Blvd
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Office: 408-848-4870 Home:
Biology/Physiology

REYES, MR DANIEL
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5055 Santa Teresa Blvd
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Office: 408-270-9360 Home:
Engineering/Technology/Electronics/Mechanics

SHARBONEAM, MS ROSA RIVERA
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5055 Santa Teresa Blvd
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Office: 408-848-4740 Home:
Counseling/Guidance/Orientation/Careers

REGALADO-RODRIGUEZ, MS MARGERY
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Counseling/Guidance/Orientation/Careers

FARMER, BETH
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JOYCE, DR ROSE MARIE
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Office: 408-848-4761 Home:
Administrator

MADHVANI, MS SHARON
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5055 Santa Teresa Blvd
Gilroy, CA 95020
Office: 408-847-1400 Home:
Counseling/Guidance/Orientation/Careers

MUSZALA, MS SUSANNE
Gavilan College
5055 Santa Teresa Blvd
Gilroy, CA 94020
Office: 408-848-4790 Home:
History

SEGAL, DR MARIETTA
Gavilan College
5055 Santa Teresa Blvd
Gilroy, CA 95020
Office: 408-848-4824 Home:
Child Development/Early Childhood Education

TAYLOR, MS SUSAN KRISTEN
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5055 Santa Teresa Blvd
Gilroy, CA 95020
Office: 408-848-4782 Home:
Communication/Speech

CAMPBELL, FRAN
Hancock College
Office: 922-6966 x204 Home:

WEST, DEBORAH
Hancock College
Office: 922-6966 x461 Home:

KELEMEN-LOHNAS, DR EVE
LARC-FIPSE Director
5970 La Goleta Rd
Goleta, CA 93117
Office: 805-967-8738 Home:
Administrator

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Los Angeles Harbor College
1111 Figueroa Pl
Wilmington, CA 90744
Office: 310-518-1000 x210 Home:
Communication/Speech

TENDICK, MS SHIRLEY (KATHLEEN)
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Office: 310-518-1000 x286/325 Home:
310-530-3656
Chemistry

CIUBA, TED
Merced College
3600 M Street
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Office: 209-384-6000 Home:

DOUGLAS, BEVERLY
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

ENRIQUEZ, MIKE
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

GIBSON, DEAN
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

GOWER, PAT
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

HARRIS, MRS ANNE L.
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6315/6324 Home:
Devel. Studies/Spec. Ed./Learning Skills

HOLLIS, BONNIE
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

HUGHES, FRANCIS
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

JONES, RENEE
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

KERR, CAROLYN
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

KREIDE, MS CAROLINE
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6317 Home:
Foreign Languages

MAYER, MS JILL
Merced College
3600 M St
Merced, CA 95348
Office: 209-384-6177 x2560 Home:
383-0676
Admin. of Justice

MAYHUE, JAY
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

MCCALL, TOM
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

MCKELLIPS, MAURICE
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

MENSINGER, SUE
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

MILANI, LUCILLE
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

MOSER, DR JAN
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:
Administrator

MOUA, CHAI CHARLES
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

NICOLL-JOHNSON, MARK
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

OLSON, MR TED
Merced College, Los Banos Campus
P O Box 429
Los Banos, CA 93635
Office: 209-826-3431/3730 Home:
Computing/Computer Information Systems/Comput Science

PIRO, MR VINCENT
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6177 Home:
English: Literature, Composition, Journalism (College Level)

ROHRKE, RICH
Merced College
3600 M Street
Merced, CA 95348
Office: Home:

ROSS, GUDRUN
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

SEELY, DENISE
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6000 Home:

HAYES, JANAN
Merced College
3600 M Street
Merced, CA 95348
Office: 209-384-6165 Home:

BASSET, DR JULIA L
MiraCosta College
One Barnard Dr
Oceanside, CA 92056
Office: 619-481-2251 Home:
Psychology/Behavioral Science

BAUM, MS KAREN
MiraCosta College
One Barnard Dr
Oceanside, CA 92056
Office: 619-757-2121 x551 Home:
758-1215
Social Science
(Sociology/Philosophy/Anthropology/Logic)

FOSTER, MS SALLY
MiraCosta College
One Barnard Dr
Oceanside, CA 92056
Office: 619-757-2121 x494 Home:
Psychology/Behavioral Science

HATOFF, JULIE
MiraCosta College
One Barnard Dr
Oceanside, CA 92056
Office: 619-757-2121 x257 Home:

IHARA, DR JEFFREY
MiraCosta College
One Barnard Dr
Oceanside, CA 92056
Office: 619-757-2121 x525 Home:
Biology/Physiology

JACKSON, MRS VALERIE
MiraCosta College
One Barnard Dr
Oceanside, CA 92056
Office: 619-944-4449 x739 Home:
748-0713
Mathematics

LIANG, MR YONGSHENG
MiraCosta College
One Barnard Dr
Oceanside, CA 92056
Office: 619-757-2121 Home:
Music

MAHDAVI, MR FARID
MiraCosta College
One Barnard Dr
Oceanside, CA 92056
Office: 619-945-1808 Home:
History

MCILWEE, DR JUDITH S
MiraCosta College
One Barnard Dr
Oceanside, CA 92056
Office: 619-944-4449 x758 Home:
Social Science
(Sociology/Philosophy/Anthropology/Logic)

MEGILL, DON
MiraCosta College
One Barbara Dr
Oceanside, CA 92056
Office: 619-757-2121 x434 Home:
Music

MEGILL, DR DAVID W
MiraCosta College
One Barnard Dr
Oceanside, CA 92056
Office: 619-757-2121 Home:
Music

OCHOA, MR SERGIO
MiraCosta College
One Barnard Dr
Oceanside, CA 92056
Office: 619-757-2121 x552 Home:
Foreign Languages

CAIN, JUDY
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: Home:

COOPER, RON
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: Home:

CRANE, MR ADRIAN
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6330 Home:
Computing/Computer Information Systems/Computer Science

DUTTON, MS ANN
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6345/6343/6332 Home:

Child Development/Early Childhood Education

FAGIN, MS MARA
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6149 Home:
English: Literature, Composition, Journalism (College Level)

FRANCO, MARIANNE
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6330 Home:

FUZIO, MARK
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6330 Home:

GREWS, DOROTHY
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6330 Home:

HAYES, GARRY
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6330 Home:

HOAGLAND, MS MARSHA
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6281 Home:
Physical Education

INGRAHAM, RICK
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6330 Home:

JAMES, RYAN
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6330 Home:

JENSEN, MS BARBARA
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6682 Home:
English: Literature, Composition, Journalism (College Level)

KAHN, CAROL
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6330 Home:

KNOPP, LINDA
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6330 Home:

MERCHANT, LEE
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6119/6130 Home:
529-2734
Psychology/Behavioral Science

MORTENSEN, BARBARA
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6330 Home:

PACK, JOAN
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6330 Home:

SHORT, MS KATHY
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6141 Home:
Computing/Computer Information Systems/Compu
Science

VALLEC, LILLIAN
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6330 Home:

WESLEY, CHARMAIGNE
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6330 Home:

WILDE, CHRIS
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6330 Home:

WILKINS, MARY
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6330 Home:

WUNTH, MRS DIANE
Modesto Junior College
435 College Ave
Modesto, CA 95350
Office: 209-575-6347 Home:
Business/Economics/Accounting

ALLEN, MS JUDITH
Moorpark College
7075 Campus Dr
Moorpark, CA 93021
Office: 805-378-1665 Home:
English: Literature, Composition, Journalism (Colleg
Level)

CRAVENS, MS LINDA
Moorpark College
7075 Campus Rd
Moorpark, CA 93021
Office: 805-378-1401/1502 Home:
Child Development/Early Childhood
Education

GINET, MS CAROLE
Moorpark College
7075 Campus Rd
Moorpark, CA 93021
Office: 805-378-1452 Home:
Social Science
(Sociology/Philosophy/Anthropology/Logic)

KAIRSCHNER, MS MIMI
Moorpark College
7075 Campus Rd
Moorpark, CA 93021
Office: 805-378-1703 Home:
English: Literature, Composition, Journalism
(College Level) Social Science
(Sociology/Philosophy/Anthropology/Logic)

MESCHAN, MS LYNN
Moorpark College
7075 Campus Dr
Moorpark, CA 93021
Office: 805-378-1400 x1528 Home:
Psychology/Behavioral Science

RAUFMAN, LISA
Moorpark College
7075 Campus [illegible]
Moorpark, CA 93021
Office: 805-378-1416 Home:

RODE, MR BEN
Moorpark College
7075 Campus Rd
Moorpark, CA 93021
Office: 805-378-1788 Home:
Mathematics

STEWART, MRS NANCY
Moorpark College
7075 Campus Rd
Moorpark, CA 93021
Office: 805-378-1474 Home:
Physical Education

SUKIENNIK, DR DIANE
Moorpark College
7075 Campus Rd
Moorpark, CA 93021
Office: 805-378-1549 Home:
Administrator

AL-FARIS, KHALID
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Mathematics

ALPERN, RONNIE
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Mathematics

ANDERSON, CINDY
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Biology

ANDRADE, RENEE
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Foreign Language

BAKER, IRIS
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Home Economics

BALDWIN, WILLIAM
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Computer

BARTMAN, SYD
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
English

BENEDICT, ROBIN
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
English

BONSANGUE, MR MARTIN V
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 x4642 Home:
996-5680
Mathematics

BUCKWALTER, MICHAEL
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
English

CADWALLADER, SHARLENE
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Mathematics

CHABOT, MARY
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Mathematics

CHARLES, CINDY
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Mathematics

COLE, LOIS
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
English

CRAMSIE, HILDE
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Foreign Language

DIEDERICHS, MELANIE
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Home Economics

DOOLITTLE, JAN
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Child Development

DRIGGERS, JOANN
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Consumer Economics

ENKE, GARY
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
English

FARVE, DEBRA
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
English

FORTINI, ANN
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Home Economics

FREEMIRE, GLORIA
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
English

GARLAND, JEFF
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Mathematics

GENTRY, RUSS
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Business Mathematics

GREENWOOD, RALPH
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
History

GUTH, SCOTT
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Mathematics

HARSHA, CAROL
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
Home Economics

HEIST, JEREMY
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
English

HENKINS, KATHY
Mt San Antonio College
1100 N Grand Ave
Walnut, CA 91789
Office: 714-594-5611 Home:
English

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1100 N Grand Ave
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Office: 714-594-5611 Home:
Early Childhood Development

HIGHT, LYNETTE
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Office: 714-594-5611 Home:
English

HILL-ENRIQUEZ, EVELYN
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Office: 714-594-5611 Home:
American Language

HUTCHINSON, BARBARA
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Nursing

IRVINE, KEN
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Office: 714-594-5611 Home:
Anthropology

JENKINS, JEMMA
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English

JOHNSON, MICHELLE
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Office: 714-594-5611 Home:
Mathematics

JONES, LAUREL
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KAHN, ZAHIR
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Office: 714-594-5611 Home:
Engineering

KUOKOL, LAURIE
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Home Economics

LIN, ROBERT
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Office: 714-594-5611 Home:
Chinese

LINDBERG, CAROLYN
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Office: 714-594-5611 Home:

LONG, GARY
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Office: 714-594-5611 Home:
Mathematics

LUSBY, ARLO "CHIP"
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Electronics

MALONE, MICHAEL
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English

MARANO, AMERICO
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Foreign Language

MARTIN, DOUG
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Mathematics

MARTIN, JOHN
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Business

MAST, LOUISE
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Office: 714-594-5611 Home:
Home Economics

MCCORMICK, BETSY
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Economics

MEDINA, MR DAVID
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Social Science
(Sociology/Philosophy/Anthropology/Logic)

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Home Economics

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Computer Information Systems

NEUFELD, JANET
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Mathematics

NOBLE, MARILYN
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Office: 714-594-5611 Home:
Sociology

PERROTT, MS DONIS
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Psychology/Behavioral Science

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Office: 714-594-5611 Home:
Sociology

PROCHASKA, CYNTHIA
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English

SMITH, HARRY M
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Electronics

SMITH, TERRI
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Earth Science

SMITH, THOMAS
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Office: 714-594-5611 Home:
Physical Science Engineering

SPARKS-MACKEY, MAXINE
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Political Science

SPAULDING, RALPH
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History

SPECHT, PHYLLIS
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Home Economics

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STOKES, NONA
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SUGDEN, JUDY
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Art

TISCARENO, FROY
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Mathematics

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Foreign Languages

WARREN, KEN
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Administration of Justice

WILDER, MICHELE
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Office: 714-594-5611 Home:
English

WILLIAMS, BRUCE
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English

WOLF-SPANIER, CAROLYN
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Foreign Language

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Psychology/Behavioral Science

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Child Development/Early Childhood Education

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LADS

ARGYRIOU, MRS LUZ G
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Psychology/Behavioral Science

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Health Occupations

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Child Development/Early Childhood Education

BECKER, RAYMOND
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Admin. of Justice

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Health Occupations

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Mathematics

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Science and Math

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Health Occupations - Allied

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LADS, ESL

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Political Science History

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Counseling/Guidance/Orientation/Careers

EVANS, MRS ANN MATLACK
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FRIED, MR BILL
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Mathematics

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Physical Education

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Career/Re-Entry

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Counseling

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Science and Math

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Health Occupations

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LADS

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Nursing

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Computing/Computer Information Systems/Compu
Science

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Theater Arts Communication/Speech

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Political Science Foreign Languages

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Social Science
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(College Level) Business

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Physical Education

TRAVIS, OLGA
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Office: 707-253-3095 Home:

TREVETHAN, MS EVIE
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Office: 707-253-3369 Home:
Psychology/Behavioral Science

VEENSTRA, MS DELORS
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Office: 707-253-3139 Home:
Nursing

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Science and Math

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Mathematics

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Mathematics

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English: Literature, Composition, Journalism (Colle Level)

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STACEY, MS MIKELYN
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Office: 510-659-6261 Home:
English: Literature, Composition, Journalism (Colle Level)

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Mathematics

STRICKLER, MS CAROLYN
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Business/Economics/Accounting

TULL, MS BARBARA M.
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Office: 510-659-6032 Home:
English: Literature, Composition, Journalism
(College Level)

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Devel. Studies/Spec. Ed./Learning Skills

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Social Science
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967-1353
History

EUSTICE, MS CAROLE
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Computing/Computer Information
Systems/Computer Science

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Mathematics

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Office: 510-659-6273 Home:
Devel. Studies/Spec. Ed./Learning Skills

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Social Science
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Business/Economics/Accounting

SHEARER, MRS CHERYL
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Business/Economics/Accounting Administrators

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Social Sciences

DAVIS, DR HAYDN
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Psychology/Behavioral Science

GARLOW, KATHERYN
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ESL

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Tutoring Services

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Behavioral Sciences/Psychology

JEFFCOAT, KENDRA
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Office: 619-744-1150 Home:
Behavioral Sciences/Psychology

LAW, PATRICIA
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Family and Consumer Sciences

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English

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Behavioral Sciencs

SCHMIDT ED.D, RN, PATRICIA F
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Nursing

SHALLCROSS, MARCIA
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Business Ed

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English

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Administrator

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Art/Design/Graphics

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Engineering/Technology/Electronics/Mechanics

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Music

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ESL

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CIS

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Counseling

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ESL

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Fashion

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Human Development

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Mathematics

BABAYAN, DIANA
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ESL

BLAKE, MR BILL
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CACCIOLA, ROSEANN
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Office: 714-667-3000 Home:
English

COTTON, BETTY
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Counseling

DENNIS, KAREN
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Office: 714-667-3000 Home:
ESL

EHRESMAN, BEVERLY
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Office: 714-667-3000 Home:
ESL

ELCHLEPP, ELIZABETH
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English

FRANCIS, JANE
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Mathematics

GARNETT, PHILIP
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Continuing Ed

GIBSON, WAYNE
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Mathematics

GOLDMANN, DAN
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History

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Art

HUGHES, ALICE
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Humanities

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OALC

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LEATHERS, PRISCILLA
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English

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Office: 714-667-3397 Home:
Communication/Speech

MORRIS, MARILOU
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Seventeenth at Bristol
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Office: 714-667-3108/3177 Home:
Communication/Speech

MYONG, SUN OK
Rancho Santiago College
Seventeenth at Briston
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Office: 714-667-3000 Home:
Chemistry

O'LEA, JACQUE
Rancho Santiago College
Seventeenth at Briston
Santa Ana, CA 92706
Office: 714-667-3000 Home:
ABE

OOTEN, CHERYL
Rancho Santiago College
Seventeenth at Briston
Santa Ana, CA 92706
Office: 714-667-3000 Home:
Mathematics

OSBORNE, GINGER
Rancho Santiago College
Seventeenth at Briston
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Office: 714-667-3000 Home:
Psychology

PEARSON, DR C.V.
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Santa Ana, CA 92706
Office: 714-667-3040 Home:
Counseling/Guidance/Orientation/Careers
Psychology/Behavioral Science

PEZZETTI, GREGORY
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Office: 714-667-3000 Home:
Psychology

PIERCE, ALICE
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Office: 714-667-3000 Home:
Mathematics

PRICE, ROSEMARY
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Office: 714-667-3000 Home:
Psychology

RESNICK, MRS BARBARA S
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Mathematics

ROBERTS, HILDA
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Office Tech

ROYLANCE, DON
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Fire Technology

SLARK, MS JULIE
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Administrator

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Devel. Studies/Spec. Ed./Learning Skills
ESL

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Human Development

WOMACK, DR MELINDA
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633-0856
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BALCH, DAVID
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BARBER-GARCIA, YVETTE
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BECK, MARTHA
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BECKER, ORPHA DIAZ
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BEWLEY, ELEANOR
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BLAND, ROBERT R.
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BOLIN, CLARENCE S.
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BOOTH, BARBARA
Rio Hondo College
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Office: 310-692-0921 Home:
Career and Equity

BOS, KENNETH A.
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BOS, ROBERTA A.
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BOYER, MICHELE
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BOYLE, PATRICK J.
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BREEN, JON L.
Rio Hondo College
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BROWN, ROBERT G.
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BURKHART, BRUCE W.
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CABANEL-EVANS, HILDA
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CARLSON, LANCE R.
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Office: 310-692-0921 Home:

CARREON, MS. MARTHA
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Art/Design/Graphics/Humanities

CARRILLO, ALBERTO
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HAMMONDS, GLEN
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Technology

HANH, JOHN T.
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HARVEY, DALE A.
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Social Science

HASKINS, JOANNE
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Health Science

HAWLEY, JAMES
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HAWLEY, LINDA
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HENDERSON, ALEXANDER
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HENDERSON, JUDITH L.
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HERNANDEZ, ALICIA
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HIGHFILL, R. DEWAYNE
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Office: 310-692-0921 Home:

HOPKINS, DAVID L.
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HORNBECK, MARK
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HOUSEMAN, MARILYN M.
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HOWARD, ANDY
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Office: 310-692-0921 Home:
Social Science

HOWARD, GROVER A.
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HUANG, IRENE
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HUFFMAN, JR., HAROLD T.
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HUGHES, JAMES G.
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HUNTER, ERNESTINE A.
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ILAN, LEAH
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ITATANI, ROBERT
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JENKINS, DON L.
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Office: 310-692-0921 Home:

JENKINS, MS. TRINA
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Business/Economics/Acctg

JENNINGS, KATHRYN
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Communications

JESSUP, ALVIN B.
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JIANG, XIANCHUN
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Communications

KACHATURIAN, JEAN V.
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KALLER, DOREEN
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KASABABIAN, JR., BILL
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KATNICK, STEPHEN
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KEESLER, KATHY
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Office: 310-692-0921 Home:
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Social Science

KELLEY, JANET D.
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KIRKPATRICK, CHARITY
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KNOWLES, ELIZABETH T.
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LANE, WILLIAM L.
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Math Science

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LEWIS, NORMAN
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LOGAN, PATRICIA
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LONG, JUDITH A.
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Communications

LOWE, AVIS L.
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LUNA, PETE R.
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MELSH, STEPHEN
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Social Science

MEYSENBURG, MR. MAURICE
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Office: 310-908-3431 Home:
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MILLER, THOMAS J.
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MISURACA, LEROY
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Office: 310-692-0921 Home:

MITCHELL, CARLEY
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Office: 310-692-0921 Home:

MITZEN, KATHLEEN M.
Rio Hondo College
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Office: 310-692-0921 Home:
Health Science

MORELAND, PAUL D.
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Office: 310-692-0921 Home:

MYERS, ROBERT A.
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NAKAMURA, YOSHIO C.
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NEVAREZ, TONY J.
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NEWCOMER, OWEN E.
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NEWMAN, JAMES
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Public Service

NORMAN, MARC
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Social Science

NUTTALL, JOYCE
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Communications

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Communications

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Office: 310-692-0921 Home:

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Lit./Comp./Journalism/Administrators

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Mexican American Cultural Institute

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3900
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